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ABSTRACT

This manual for training coordinators and caregiver instructors provides a course of comprehensive introductory level training for family day care providers. The first section gives an overview of the project, in terms of background, program goals, educational theoretical considerations, role and responsibilities of training coordinator and monitoring committees, recruitment, recognition of participation, and program evaluation. The second section describes the program structure and specific training components, including group meetings, home visits, radio broadcasts, and a resource and toy lending library. The third section includes the objectives, instructional strategies, and content outline of the educational program for group meetings and home visits one through nine. Also included are lists of references, resources, and suggested activities for the Child Development Associate portfolio. Seven appendixes comprising more than a third of the document provide recruiting forms, letters, and information items; an incentive equipment list to motivate participation by caregivers; provider resource and toy lending library citations; radio broadcast topics and sample script; formative and summative evaluation forms; certificate of program participation; and an annotated bibliography of resources for training family day care providers. (RH)

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A COMPREHENSIVE INTRODUCTORY LEVEL TRAINING PROGRAM

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FOR FAMILY DAY CARE PROVIDERS

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Early Childhood Education
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Project Coordinator

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A COMPREHENSIVE INTPODUCTORY LEVEL TRAINING PROGRAM

FOR FAMILY DAY CARE PROVIDERS

A Curriculum Guideline Developed
for the Jackson County Family Day Care Project

Written by

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October 1988

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Table of Contents

Acknowledgement 1
Introduction 3
Section I Training Project Overview
A. Background 6
B. Program Goals and Objectives 8
C. Educational Theoretical Considerations 11
1. Interactive Emphasis 11
2. Problem Solving Emphasis 11
3. Enhancing Provider's Self-Esteem 14
4. Developmental Approach 16
5. The Adult Learner 16
D. Training Coordinator 18
E. Monitoring Committees 19
F. Recruiting 21
G. Recognition of Participation 23
H. Evaluation Procedures 24
Section II Program Components
A. Group Meetings 27
1. Instructional Strategies 28
2. Preparation 29
3. Interactive Strategies 30
4. Incentives 31
5. Evaluations 31
B. Home Visits 32
1. Preparation 32
2. Interactive Guidelines 33
3. Evaluation 36
C. Radio Broadcasts 36
D. Resource and Toy Lending Library 37
References and Resources 38
Section III Program Content Outlines and Instructional Strategies
A. Group Meeting 1 45
B. Home Visit 1 51
C. Group Meeting 2 54
D. Home Visit 2 61
E. Group Meeting 3 64
F. Home Visit 3 70
G. Group Meeting 4 74
H. Home Visit 4 83
I. Group Meeting 5 87
J. Home Visit 5 93
K. Group Meeting 6 96
L. Home Visit 6 105
M. Group Meeting 7 110
N. Home Visit 7 124
O. Group Meeting 8 128
P. Home Visit 8 136
Q. Group Meeting 9 139
R. Home Visit 9 146

List of Appendices

Appendix A Recruiting Forms, Letters and Information 150
1. Posters 151
2. Brochures 154
3. PSA's
a. Radio and Television 156
b. Newspaper 158
4. Information Sheet 159
5. Pre-enrollment Information 160
6. Intake Form 161
7. Letters 162
8. Application 164
9. Agreement Form 165
10. Information Meeting
a. Invitation 166
b. Agenda 167
11. Sample Schedule of Available Meeting Times 168
Appendix B Incentive Equipment List 170
Appendix C Resource and Toy Lending Library 184
Appendix D Radio Broadcast Topics and Sample Script 205
Appendix E Evaluation Forms 212
1. Formative
a. Group Meeting Evaluation Form 213
b. Home Visit Evaluation Form 214
2. Summative
a. Informational/Attitudinal Survey 217
b. Observational Form 224
Appendix F Certificate of Program Participation 239
Appendix G An Annotated Bibliography of Resources for Training Family Day Care Providers 241

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Introduction

The purpose of this manual is to describe a program whose main focus is the educational support of family day care providers. The manual has been written for training coordinators and instructors who provide vital comprehensive educational opportunities for family day care providers.

The program structure and content described in this manual incorporates the best aspects of successful training programs and addresses many of the concerns pertaining to the training/education of family day care providers. Two of the main concerns related to the success of training programs are the:

1) accessibility, affordability of available training opportunities and
2) quality of program/training opportunities

In designing this program these two concerns were specifically addressed.

To make sure that sessions were accessible to the family day care providers, group meetings were offered in the communities where they lived. Home visits made in the providers homes also enhanced accessibility. The issue of affordability was addressed in this initial project by securing a federal grant so participants had only to contribute time and energy. Since family day care providers cannot afford to pay the full costs of a comprehensive training program, community, state or federal funding is recommended.

Training opportunities need to be available at dates and times which are convenient for family day care providers. Evenings and Saturday mornings appeared to be the most convenient times for group meetings. Having more than one time to attend a meeting was also deemed to be advantageous.

Concerns about quality of the training program are many and varied, but the four main ones appear to be as follows. First, training programs need to be designed to meet the unique needs and learning styles of adult learners. This particular program offered different instructional methods and media to relate to various learning styles and needs. For those adult learners who were self-motivated, the resource lending library was a wonderful resource. For those learners who related better in a group situation group meetings were offered. Home visits permitted course content to be individualized and relevancy thereby optimized for each home situation. More information about each of the program components relating to individual learning styles can be found in Section II.

The second main concern relating to quality of the training program is relevance to the needs of the child care field. To insure that the content related to relevant concerns, an advisory committee composed partly of experienced family day care providers was formed which reviewed content and procedures for the duration of the project. Information supplied by family day care providers on group-meeting and home-visit evaluation forms also helped assess whether or not the content related to the needs of the child care field.

The third main concern has to do with the fit between training and the various individual difference variables found within the training population. Family day care providers have a wide range of educational backgrounds and experience. For example, some women in the training program had no experience working with young children and as few as eight years of formal education. Others had over twenty years of experience and a masters degree. We felt it was important for the training program

to adjust to the learner. By varying interaction styles and instructional methods, learning could be tailored to meet individual participants' needs.

Ongoing assessment and evaluation of the impact of the educational opportunity formed the fourth main concern related to the quality of training. Formative and summative evaluation tools were designed for this project to assess the effectiveness of the training and to modify and revise the curriculum.

In summary, the training program included in this manual has tried to address several of the most significant concerns of education/training programs. The training program goals are to make sure that: 1) the content is relevant to the family day care provider situation; 2) various learning methods are used to meet different learning styles; 3) the interactional style varies to meet individual participants' learning needs; and 4) appropriate assessment is provided.

Organizationally, this manual is divided into three sections. The first section describes and gives an overview of the training project. In Section II the program structure and specific training components are described. Section III includes the specific content objectives and instructional strategies of the educational program. The manual has been designed to provide a framework for organizing and implementing a training program for family day care providers. It is my hope that the reader will find it practical and comprehensive.

Sue Vartuli
Kansas City, Missouri
October 1988

SECTION I

Training Project Overview

A. Background

Developing and providing child care resources is critical to every facet of the community; child care has even been shown to affect the workplace. Employees with children have higher absenteeism rates and greater difficulty combining home and work. (Vartuli 1985, Emlen 1983). Working parents need child care that is available, affordable and accessible. Parents have difficulty finding child care. In Kansas City, in a study of over 8,000 employees, 51% of those employees with children reported difficulty finding child care. Child care close to the families' home was reported to be the most popular location of care. Parents like their children to be cared for in their own neighborhood, especially if the children are of school age (so they can have easy access to their schools).

Child care is very expensive. Since ten percent of a typical family's income is spent on child care, parents need affordable arrangements. Family day care is the most affordable, economical type of care outside the home. In Kansas City the average cost for center care was almost ten dollars more a week compared to the cost of family day care. In developing services it would seem logical to increase the number of family day care homes in working parents' neighborhoods.

Family day care facilities have many advantages besides lower costs. This form of care is quicker to initiate because there is no need for building a facility and homes can accommodate families with different ages of children. Homes can also be adapted to changes in the work hours of parents. Parents can select homes with different educational

philosophies and caregiver styles to fit their own values.

In developing family day care homes, quality care must be sought. Quality family day care means meeting the needs of the parent by providing a loving, home-like environment in which the child is safe and healthy. Quality care also means that the social, emotional, physical and cognitive needs of the child are met. The National Day Care Home Study found that training programs had strong positive effects on the way providers interacted with the children in their care. Training programs can vary in intensity and duration but caregivers seem to benefit from the education. The National Day Care Study when studying quality care of children also made the recommendation that a higher quality environment for children keeps staff/child ratios low and size of the group small. Such traits are typical of family day care environments.

There are reasons why there is a shortage of family day care homes including instability, difficulties recruiting clients and provider isolation. By developing a family day care network of providers some of these problems can be alleviated or at least minimized. When providers belong to a network they receive support from their peers and they can share common concerns and ideas. Networks also enable the training needs of family day care providers to be more easily addressed. Providers can also serve as back-ups for each other when one is ill or needs some time off.

The School of Education and Heart of America Family Services have gathered information on available child care in the Kansas City area. A grant from HHS enabled the University to survey 21 employers and over 8,000 employees in the area. Information reported by employees and the data gathered from telephone surveys of 818 child care providers have

enabled the researcher to develop profiles of child care services by neighborhoods. This information allowed the researcher to project where child care services need to be developed. It also revealed where supply for child care is greater than demand. Data from the telephone survey revealed that only 15% of over 2,000 child care providers surveyed had any early childhood/child development training. The need for introductory training for child care providers appeared to be needed for the Kansas City community.

The development of this family day care training model and network has thus extended an existing community effort.

B. Project Goals and Objectives

The goals of this project were to:

- Develop a network of family day care homes in Jackson County and the surrounding Kansas City area
- Improve the quality of out of home care for children by recruiting and training new family day care providers and improving the quality of existing care through training and support.

Jackson County, Missouri was selected as the target area for development of family day care homes. In this county there was no association for family day care providers and there has been little effort to train family day care providers. The quality of care varied greatly because no uniform training program had been developed. Providers presently offering care had no accessible resources for support and education beyond the regulatory agencies.

Using the data from the "Meeting Child Care Needs of Working Parents in the Kansas City Community" project several neighborhood areas were

selected according to the projected need of family day care services and potential for recruitment. Through this project, needed child care services were developed and support systems were built in areas of documented insufficiencies.

Objectives

1. Develop a four-tiered training/education program to address the needs of providers with varying learning styles.
2. Recruit, train and support new family day care providers to supply care in areas of child care need.
3. Provide support and educational opportunities to family day care providers already providing care.

1. Develop a four tiered training/education program to address the needs of providers with varying learning styles.

The training program developed has four tiers or components: 1) nine monthly group meetings; 2) nine monthly home visits; 3) a resource and toy lending library and; 4) radio broadcasts. These four program components offer various methods to address the needs of providers with varying learning styles. Each component has a different purpose.

The content of the training program was based on the Child Development Associate credential competencies. The competencies outline basic understandings for child care providers. By following the CDA competencies, it was possible to expose providers to proven, credible understandings needed to become more effective child care providers. Also with the assistance of the program coordinator, participants could work on obtaining their CDA credential. This opportunity offered participants an extra benefit. Participants could at the end of this training program receive introductory training and a nationally recognized credential.

One of the unique features of this program was that the training

content was systematically approached. The content from the group meeting was followed with individualization of the content at the home visit. The radio broadcasts also deal with the same content emphasizing important knowledge for family day care providers. Under each CDA competency there were materials for providers to borrow from the resource lending library. This systematic approach reinforced learning and emphasized the most important understandings. This training program was not a series of inservice sessions, it was an introductory level training. Many child care agencies offer sessions on various topics each year but there is no consistency of content and learnings. After an introductory understanding of knowledge and skills inservice sessions can be very valuable. Therefore after this initial training more indepth understandings and other topics could be addressed. This program was the initial step for child care providers.

2. To recruit, train and support new family day care providers to supply care in areas of child care need

Recruiting new family day care providers was an objective of this project. Twenty new providers were recruited each year to increase the supply of child care in areas of child care need.

3. Provide support and provide educational opportunities to family day care providers already providing care.

Fifteen experienced providers were recruited for the training program each year. The experienced providers were given the opportunity to gain new understandings about caring for children and the opportunity to increase their status in the community. The experienced providers were active participants in leading group decisions and sharing ideas of what worked for them. Experienced providers also became sources of

information and support for new providers. Networking among providers was encouraged at every group meeting.

C. Educational Theoretical Considerations of the Training Program

1. Interactive Emphasis

There are many values imbedded in this educational program. This training program emphasizes interactive modes of learning. Training coordinators work directly, and individually with each provider. Each provider comes to the program with unique strengths and a different knowledge base. The training coordinator must be sensitive to the needs of each provider and personalize the training content. The training coordinator works with each individual provider to find the most appropriate ways to resolve needs and achieve goals. Since each provider brings her own unique strengths and weaknesses to the child care setting the training coordinator must recognize that no single strategy will work for all providers. The training coordinator helped each provider understand that every concern or problem has many solutions and support is present in the community to help providers offer the best possible care for children.

2. Problems Solving Emphasis

Coping with life events in adulthood requires different skills than those required in childhood. Problem solving which motivates adult learning is often related to successful coping strategies.

One of the main goals of the problem solving theme is to create and employ ways to stimulate thought and discussion in and around problems of personal significance to the family day care providers. Vignettes, videotapes, pictures or audiotapes can be used to stimulate recipients in an active process of thinking.

There are some prerequisite skills that need to be developed before the problem solving emphasis can be fully functional. Providers need to understand the language of problem solving and certain social skills. The social skills that are especially relevant to the process are: 1) the understanding that people think and feel differently, and 2) the ability to know a problem exists.

Participants also need to have an open, accepting attitude before problem solving can be effective. Recognition that problem situations are a normal part of life and that one can cope with such situations is important. Successful problem solvers must have the ability to think before acting.

Program coordinators must make sure the environment is conducive to sharing ideas and thoughts. Establishing rapport between participants will enhance interaction. Coordinators need to be sensitive to the past educational experience of participants. Some obstructions to a problem solving training program are (a) emphasis placed on right and wrong answers, (b) lack of time and (c) emphasis on contrived, irrelevant problems. Participants who have experienced unsuccessful educational experiences may resist new techniques. Respecting feelings of anxiety in participants is important to this process.

When starting the training in problem solving techniques begin with a problem that is not associated with strong feelings, such as, when to have a refreshment break. After the problem has been determined start the problem solving process with brainstorming. This can help providers feel accepted and begin the thinking process. When participants brainstorm, all ideas or alternative solutions are accepted. After all ideas have been exhausted, then participants evaluate or determine what will be the probable outcome for each course of action suggested. The

group or individual then decides which course is the best. Once a plan of action and plan for implementation have been achieved, a plan of evaluation must be devised. This is the sixth and final step. This six step approach to problem solving is one of the instructional techniques most conducive to nurturing self-directed adult learning. Helping providers understand this process will assist them in solving all life problems, not just those centered around their child care business.

Encouraging a problem solving attitude was emphasized in both the group meeting and home visit. During group meetings providers often worked together to identify solutions to common problems. Many providers were not aware of the options or solutions open to them so this process skill was very important. It helped providers understand a process that aided them also in their personal lives. The problem solving strategies used during the home visit helped providers resolve more individual problems. Possible solutions were generated and together the provider and training coordinator discussed consequences and clarified which solution would be the best within the given context. [Author's note: If agencies can financially offer two group meetings per month, it is suggested that the second group meeting emphasize problem solving]. Common problems faced by providers were addressed so providers could apply knowledge from the group meeting to the problem. The providers enjoyed the discussions and exchanging points of view. This type of interaction was valuable and was encouraged. The training coordinator supported the efforts of providers to become knowledgeable decision makers. Once providers feel comfortable with this skill it made them feel more in control and more positive about themselves.

3. Enhancing Provider's Self-Esteem

One of the main goals of this training program was to help providers realize that they offer a very important service to the community and society. Many providers have the impression that anyone can care for children and that they care for children because they cannot do any other job. The training program sought to raise self esteem by helping the providers to understand that they were running a business and could (and should) make decisions, set policies, and strive to improve the quality of care they offered children.

Self esteem is an important theme to emphasize when working with family day care providers. Self-esteem is relfected in one's appearance and behavior. People who feel positive about themselves usually felt good about others. Family day care providers need to develop positive self images in the children in their care as well as in themselves. The better they accomplish the latter task, the easier it will be for them to accomplish the former.

When providers feel competent, they take charge of their lives. The training will help the providers feel knowledgeable and more aware of the options and resources available to them. Decision-making and problem-solving abilities will be enhanced when providers feel capable and potent.

During training the providers unique qualities should be appreciated and respected. Because of the unique nature and imperfection of each person, accepting weaknesses as well as strengths will be a task to work on during the training. The fact that everyone has a worthwhile contribution to make should be the focus.

The training coordinator supports the provider by relating

personally to her. Many providers felt very special because of the extra attention the training coordinator accorded them. Support networks were developed so support did not end with the training program. The networking within the group contributed to a sense of belongingness and identity. Many providers became substitutes for each other and went on field trips together. It was always rewarding to see friendships and support networks develop that continued beyond the training. A family day care association was formed by the providers participating in the first year of the training program.

Identifying with other women and feeling like their problems are shared by others enhanced the self esteem of many of the program participants. Feelings of isolation and despair were addressed, acknowledged and discussed. In a supportive group atmosphere, providers focus on assets and strengths. Group discussions were focused on topics and questions such as:

How does your self-esteem change depending on who you are with?

How can you make yourself feel better?

How do you reflect a positive image?

How can you help others feel good about themselves?

Experienced providers had a wealth of examples and suggestions to share with others. Individual providers were asked to 1) assist in developing video tapes, 2) lead small group discussions, 3) recruit new providers and, 4) serve on the training advisory committee. These special requests made providers feel like they had something special to offer others.

The training coordinator also reinforced positive practices at the home visit. The provider was encouraged to make changes based on her own ideas. As providers become more accepting and aware of the importance of

their own self esteem, more positive reactions will evolve with children, parents and friends.

4. Developmental Approach

The training program recognized that changes in actual practices would vary considerably among the providers. Some providers were open to new ideas and sought help in making their services more effective. Other providers had the attitude that child care providers did not need training and resisted any new ideas or suggestions.

Growth in effectiveness varied considerably and it was the view of the training staff that any growth was valuable. Change takes time and many new ideas need to be considered and reflected on before being implemented.

The training coordinator and director of the project discussed how to meet the needs of providers at weekly staff meetings. Individual programs were designed so the potential of growth could be maximized. Strategies were discussed and various interventions were tried.

5. The Adult Learner

Knowles (1973 & 1984) posits there are five main differences between child and adult learners. When planning educational programs for adults these differences must be taken into consideration. Compared to children:

1. Adults are more self-directed (vs dependent) in their learning. Basic characteristics of being an adult include independence and self-direction.
2. Adults have a richer experiential base to which to relate new learnings. Thus, emphasis on experiential techniques which involve the learners is important. Discussions, workshops, field experiences and other action-learning techniques are more successful than lectures and assigned readings.
3. Learning experiences need to coincide with the learners' developmental tasks and the roles adults are assume. The content of the curriculum must relate to the many roles of the participants.
4. Adults have a more problem-centered orientation to learning.

Immediate application of learned information is critical in motivating adults to continue their educational experiences.

5. Adults are more driven by intrinsic motivation. Although adults respond to external motivatiors, such as increased salary or a promotion, the most powerful motivators for adult learning are recognition, greater self-confidence self-actualization and other internal motivators.

When planning the curriculum model these five assumptions were taken into account. Since the adult learner is self-directed, the program coordinator encouraged and supported efforts that were of interest to the family day care provider. Because adult learners have rich resources for learning, group discussion and networks were used to further learning goals. The orientation to learning was problem centered and child care providers were able to see the immediate application of information and/or skills. All of these factors were carefully reviewed and incorporated into this family day care curriculum and instruction model.

Some other tips that program coordinators might want to keep in mind when working with adults follow.

- Affective and cognitive learning go together.
- Emotions must be acknowledged and dealt with.
- Variety in teaching techniques keep interest high.
- Participants' perceptions are based on their experiences and dominant concerns.
- Concepts must be related to providers' situations with meaningful examples.
- The level of problem solving and application of information reflects how well the content is learned.
- Coordinators must facilitate learning rather than impose it.
- Coordinators must recognize that not all adults think like

them.

- Coordinators must be sensitive to different styles of learning and adjust accordingly.
- Reluctance to complete assignments may be an indication of lack of time to do them.
- Breaks, refreshments and arrangements for comforts make the learning environment more positive.

D. Training Coordinator

The training coordinator was the key figure in the training program. The coordinator must possess many human relation skills as well as knowledge of child development and experience in caring for groups of children.

The human relation skills that were particularly important for the training coordinator to possess were the abilities to 1) effectively communicate with, 2) facilitate, 3) support, and 4) accept and respect other human beings. The interactive nature of this role emphasized the necessity for the coordinator to respect other human beings and support their efforts and ideas.

Training coordinators must establish a relationship with each provider. There were many factors that influenced how quickly or effectively this relationship was established. Differences in age, economic status, education and life experiences made it more difficult to establish the relationship. However, common denominators such as being a parent, wife, caring for children, being a working woman, etc. were emphasized to establish and build the relationship.

Training coordinators must support and encourage providers to try new practices. Coordinators may feel comfortable in demonstrating activities and skills when visiting providers homes, but the interaction must vary according to the individual provider needs. Some providers may feel intimidated by demonstrations and resent the intrusion. Coordinators must be sensitive to each providers' needs and adjust the interaction style accordingly.

Coordinators must also be aware of characteristics that may hinder providers effectiveness. Many providers faced financial problems, lacked support from family members and parents of children in care, lacked confidence and self-respect, lacked knowledge that they could affect children's behavior, lacked resources, had inadequate housing and/or felt isolated. Training coordinators must be able to help providers address life problems as well as child care concerns. Being able to refer providers to community services was an important aspect of the family day care training program.

The training coordinator was selected very carefully. The success of the training program hinged on this one person and the skills and knowledge she possessed.

E. Monitoring Committees

An advisory committee was formed to assist the training coordinator and program director in monitoring and evaluating program content and process. The advisory committee included representatives from nine different agencies directly or indirectly involved with the family day care training project and five family day care providers. Members of the committee assisted in reviewing the curriculum design and implementation

procedures. The practical knowledge and suggestions were valuable in development and revision of the program.

The committee met every month the first year of the training project and every other month during the second year. During the meetings updates and reports were given about the progress of the training. Concerns and questions were addressed and discussion always followed. Ideas expressed by the committee were utilized whenever possible. The need for this group to meet on a regular basis did diminish as the training progressed. Periodically, touching base with the providers, and agencies involved in the training was important for information sharing.

During the second year of the project three agencies replicated the training model in their own communities. To coordinate these training efforts a family day care training consortium was formed. The consortium met twice a month during the first months of recruiting and training. Agendas and resources were shared, specific content of group meetings was discussed and concerns were addressed. All four agencies providing training in the five country metropolitan areas followed the same training format with one exception. Two of the agencies offered only eight group meetings rather than nine because the content in the first group meeting was covered by the day care regulatory agency and would be redundant.

Information and evaluations were collected by all four agencies and the training model was easily replicated. The training was successful at the four sites serving clientele from various socioeconomic and educational backgrounds.

F. Recruiting (Getting the Program Started)

Potential prospects for the training program were recruited in a variety of ways including newspaper ads, radio and television public service announcements (PSA's), posters, brochures, newsletter articles, letters to churches and other community agencies and organizations. The day care licensing agencies also supplied names of new providers interested in the training program. (For sample recruiting forms, letters and information, see Appendix A). A central phone number was listed and callers were sent information about training opportunities in their area. Over 55 area media agencies were on the mailing list for information concerning the project. Posters and flyers were distributed to churches, public schools, laundromats, grocery stores, public libraries, and doctors offices. USDA food program sponsors, day care licensing agencies, AEYC affiliates, child care resource and referral agencies, and family and children agencies all received information on the project as well as brochures and applications to distribute.

The target groups for recruiting new providers were 1) mothers with young children at home and those new mothers at work that want to be home but need the additional income, and 2) women with older children in school or on their own. The posters and flyer were designed to attract these two different populations. The focus on starting your own business was directed to new mothers needing an income and wanting to stay at home. The focus on loving and caring for young children was directed to women at home with children in school or living on their own (empty nest syndrome).

Information meetings were set up by each agency providing training. Invitations were sent to all licensed family day care home providers and

the meeting dates and times were shared with every interested person calling the central numbers. At the informational meeting, an experienced provider talked about the realities of family day care and the value of the training project. Information about the project was shared and completed applications were accepted at the meeting. Displays of toys and resources were set up. Time was also set aside for questions and refreshments. Although the informational meetings were successful, most of the participants in the project were recruited through public service announcements.

After the initial phone call, prospective candidates were sent an application and information on the project. Once the completed application had been received, applicants were called by the training coordinator to set up an appointment for a pretraining visit. During the visit, the coordinator was able to present the training program's schedule and participants obligations and responsibilities. This face to face meeting also helped build rapport and make participants more comfortable about attending a meeting where they did not know anyone. A follow-up letter was sent once the application procedure was complete to remind participants of the time and location of the first meetings.

Table 1

Telephone Responses from Initial Intake Form

How did you hear about our provider training program?

Source	Number of Inquiries Year 1	Year 2
Radio	1 (.7%)	0
TV	14 (10%)	38 (46%)
Friend	10 (8%)	8 (10%)
Licensing agency	0	0
Resource & Referral agency	9 (7%)	13 (16%)
Posters	0	0
Brochure	1 (.7%)	1 (1%)
Newspaper	72 (54%)	5 (6%)
Church	7 (5%)	0
Preschool	5 (4%)	0
Parent Education Program	4 (3%)	0
Other	10 (8%)	18 (21%)
Total	133 (100%)	83 (100%)

Table 1 shows a listing of the relative effectiveness of all recruiting efforts. Public service announcements were the most effective means of recruiting. Posters and brochures, which cost a lot of money, were not effective in the recruiting process. It is important to note that recruiting efforts for year three have been minimal. Information about the training opportunities available in the community is now being spread by satisfied participants and their friends.

G. Recognition of Program Participation

It is important to recognize providers participation in the training program. Providers feelings of achievement and recognition of their professional efforts need to be addressed. This special ceremony was scheduled at the end of the last group meeting.

When providers receive the CDA credential they definitely have a feeling of achievement. Participants in this training model were able to pursue their CDA credential but none of the providers completed the

process during the nine month training. Therefore a special certificate was designed so providers could frame it and put it on their wall next to their day care license (if they had one). (See Appendix F for a copy of the certificate.)

These certificates reflected the individual providers participation in the training program. The number of group meetings and home visits was recorded and the project staff personally signed each certificate.

Each provider was individually presented their certificate and congratulated in front of the entire group. Special refreshments were served and family members were invited to attend. Extra time was allotted to provide for socialization. The last meeting can be one filled with mixed emotions. Many friendships have been developed and providers are usually very appreciative of the training and support.

H. Evaluation Procedures

Program evaluation is the process of assessing a program to determine whether it is accomplishing its stated goals and objectives. There are two types of evaluation used in this project: ongoing or formative evaluation and summative or final measurement of total program effectiveness. Ongoing evaluations can inform program staff of needed changes, revisions and progress occuring during the course of instruction. Informal or formative evaluation procedures were used to assess if the program was offering quality training. Total program effectiveness was determined by collecting pre- and post-observational and informational/attitudinal data.

Formative Evaluation

Participants were able to evaluate the meaningfulness of the group meetings and home visits on a continuous basis. Project coordinators

were also able to evaluate participant progress throughout the training. Both of these types of formative evaluation proved helpful in monitoring the program's progress. Participants in the training were able to evaluate each group meeting they attended. Providers gave feedback about content, instructional techniques and desired improvements. The evaluations were used to modify content and instruction, restructure meeting schedules and assess the program's quality. Each group meeting and home visit had designated objectives. The providers as well as the project coordinator and director were able to evaluate whether the group meeting objectives were met. The project coordinator and director were able to reflect on each meeting during clean-up, and modifications were made from one meeting to the next. Questions that were pondered included:

Was the program content relevant to the provider's needs?

Was there enough time for processing information and discussion?

What is the evidence that providers are gaining new knowledge, attitudes and behaviors?

The project coordinator and director had weekly meetings to review the program's progress. Individual provider progress was discussed and ideas to facilitate change were shared. Each provider was viewed as having distinct abilities and needs.

To assess whether the program was meaningful to providers, attendance at group meetings and home visits was monitored. Informal observations of behaviors such as how many providers stayed after the meeting to talk, helped to assess the importance of this program to providers. Careful records were kept on why participants dropped out of the program. Individual preferences of instructional style were taken

into consideration. Some providers did not want to attend group meetings but valued the opportunity to have the project coordinator visit their home.

Participants in the training project were asked to react to the format and value of the home visit three times during the training. Also after every home visit the program coordinator reviewed the interaction and completed a home visit record sheet. This record-keeping procedure helped the coordinator focus on the objectives of the visit as well as reflect on plans for the next visit.

Summative evaluation

To assess the program's effectiveness, information prior to training and after training was collected. The effectiveness measures were based on the overall program goal of improving the quality of out of home care for children. Information about and attitudes towards child care were assessed by a questionnaire. Actual behaviors and behavioral change were measured by in-home observations. The observational tool was developed by using the Child Development Associate (CDA) headings and quality indicators. Since the program content followed the CDA competencies, changes in these behaviors would be particularly relevant in assessing program effectiveness. (See Appendix E for copies of all evaluation forms. Final results of the summative evaluation can be obtained by writing the senior author.)

Section II Program Components

A four tiered education program was developed to address the needs of providers with various learning styles and educational backgrounds. The four components of the training integrate curriculum content. The program coordinator adapted the curriculum to provider needs and individualized as much as possible. The Child Development Associate competencies form the content of the curriculum. The six competencies and thirteen functional areas were included in the curriculum outline. Participants had the option to pursue the CDA Family Home Provider Certificate as they went through the program.

The four components of this training model were: group meetings, home visits, radio broadcasts, and a resource and toy lending library. Each component will be addressed separately.

A. Group Meetings

Group meetings provided an opportunity for providers to meet together around a set topic. The topics for each group meeting are included in Section III. There were nine group meetings included in this model. Each meeting lasted approximately two hours and was held during one evening and one Saturday morning per month so providers could attend when not caring for children enrolled in their program. Having the same program offered more than once a month was very appealing to the participants for it accommodated to the providers busy schedules. Meeting only once a month allowed time between meetings, for the project coordinator to complete home visits, and for providers to complete suggested activities for each competency.

There are four main purposes of group meetings. One purpose is to share information on certain topics. Speakers were invited to attend the

meetings to share their expertise and knowledge. Information was also shared through handouts, using videos, films or other media. The speakers and media were selected carefully so all information was relevant to the providers circumstances.

Another purpose of the group meeting is to provide a forum for exchanges of thoughts, ideas and experiences. By hearing other's points of view providers could clarify their thoughts and integrate new understandings into their current thinking. Discussions were particularly useful for accomplishing this purpose.

Another purpose of the training program was to encourage the formation of networking and support systems between and among family day care providers. The group meeting provided the opportunity for providers to meet as a group, share common concerns and develop support systems throughout the community. Time was set aside at each group meeting for socialization and interaction. Participants names, phone numbers and addresses were shared to encourage interaction between meetings. Special ice breaker activities were planned for each meeting to get providers talking and interacting.

The last purpose of the group meeting is to strengthen providers feelings of competence. Experienced providers were asked to lead discussion groups and speak on their experiences. Being asked to speak was in itself a real compliment but hearing the comments and appreciation from other providers was very positive for the providers' professional and personal growth.

Instructional Strategies

In selecting the methods of instruction of the meeting one must consider the purpose and topic to be covered. Different instructional

modes encourage learning in different ways. More than one instructional method for each meeting has been encouraged to maintain high interest and relate to different learning styles. Because of limited time, methods of instruction must be carefully orchestrated. Using two different methods may require different organization of space and more time spent in rearranging furniture than in actual discussion.

For each group meeting suggested instructional strategies are included. These strategies fall under seven major headings: lectures, panels, demonstrations, discussions, media, workshops and role playing. Each strategy has a particular purpose, value, and requires different advanced preparation.

Preparation

Planning ahead and organizing were key to the success of the group meetings. A lot of time, effort, and attention to detail was required for a well implemented group meeting.

The meeting site was selected carefully, conveniently located and accessible to public transportation. The room needed to have flexible seating and be large enough for small groups to meet without interference. Electrical outlets, proper ventilation and lighting, table space for displays and refreshments were important. By having time set aside for refreshments; a warm, caring atmosphere was established and group interactions were encouraged. Nutritious snacks, that providers could serve their children, served as refreshments were especially appreciated.

Before the meeting the coordinator made sure all materials were at hand, previewed all media, arranged registration area, put up signs, and arranged the room according to the instructional strategies selected.

When the program was well organized it gave providers the feeling that they were important, caused the meeting to run smoother, and made the coordinator more relaxed.

As providers arrived, a friendly greeting and meeting agenda were given to make them feel comfortable. Name tags helped in the networking process. Having refreshments and an ice breaker activity offered another opportunity for providers to become acquainted. It was important everyone knew where the rest rooms were located and that the meeting began and ended on time.

At the beginning of the meeting a general welcome and statement of the meeting objectives were important. The project coordinator needed to orchestrate the meeting and permited optimum interaction and sharing of information, ideas and experiences. Summarizing important points and thanking participants for attending reinforced a sense of community. A summary statement and reminder of the next meeting gave a sense of closure to the meeting.

Interactive Strategies

Project coordinators needed special skills to facilitate a successful group meeting. Coordinators needed to create an atmosphere where providers would feel comfortable expressing their thoughts, ideas and feelings. Coordinators illustrated their respect of the providers by listening to their ideas, feelings and thoughts and by soliciting comments and examples. Coordinators recognized and supported as well as redirected or postponed answering questions until a more appropriate time. Coordinators tried to stay non-judgmental and accepting of ideas and opinions.

Coordinators helped providers understand the ground rules to positive group discussion. The coordinator needed to state the objectives of the discussion and reviewed general guidelines such as, 1) there are different ways of perceiving the same situation, 2) all ideas deserve respect and careful consideration, and 3) it's ok to disagree and share a different rational, for thoughts can help the discussion be successful. Coordinators also invited quieter members to talk or organized the format so everyone stated an opinion (if they wanted to) before the general discussion starts. Coordinators needed effective communication skills for all aspects of their job.

Incentives

Each provider who attended a group meeting received a $10 equipment incentive. The incentive was used to insure providers attended the group meetings and help providers equip their facilities. The incentive list (see Appendix B) included resources and toys that would enhance the providers ability to provide quality care. After every group meeting the providers selected an incentive and it was ordered. The coordinator delivered the incentives when visiting the provider at the home visit. Providers signed the incentive form indicating that they had received the item. Incentives were not used by every agency using this model. Certain agencies found that the training opportunity was incentive enough to draw participants.

Evaluations

After every meeting, providers were asked to evaluate the group meeting. (See Appendix E for evaluation forms.) The information from these evaluations helped the director revise, redesign content and instructional strategies.

The project coordinator and director also informally evaluated each meeting. Restructuring time segments and revising the content were common changes made after discussing the meeting.

B. Home Visits

Preparation

Home visits provide the opportunity to take the information presented at a group meeting and individualize it to the providers own needs. New providers were visited each month and experienced providers were visited every six weeks. For home visits to be successful coordinators developed a relationship built on mutual respect and caring. Only one coordinator should visit the home so the relationship can be built. Individual differences were accepted as well as differences in abilities, lifestyles, attitudes and values. Making suggestions when providers ask was acceptable but one of the main functions of this training program was to empower the provider. Encouraging them to make decisions and helping them learn the problem solving process gave providers the skills to enable them to work through problems independently after the training was over.

Establishing common ground or shared life experiences was very helpful in building a relationship with a provider. It was during the home visit that the coordinator most effectively enhanced the providers self esteem. Through positive reflections and genuine feedback, coordinators built on strengths. By respecting ideas and thoughts, coordinators could support the changes providers wanted to make to become more effective in their job.

When planning the home visit, the coordinator kept in mind that establishing and maintaining rapport was one of the main objectives.

Coordinators needed to be purposeful but personalize the information so it was relevant to the providers situation. Throughout the home visit, the coordinator focused on the practical application of the group meeting.

Coordinators always prescheduled visits and confirmed date and time by phone or post card. Home visits lasted between an hour to an hour-and-a-half. Each home visit has a sample agenda, content and instructional strategy outline (see Section III.). Providers were also given a Home Visit Responsibilities Sheet (below) which lists reminders of how providers can prepare for home visits.

Home Visit Responsibilities Sheet for Family Day Care Providers

1. Turn off the T.V.
2. Have activities available for children.
3. Prepare questions for the program coordinator.
4. Have textbook, group meeting handouts, pencil and paper available.
5. Select the best work area for the visit and still maintain supervision of the children.

Using the home visit record form, coordinators prerecorded the objectives and gathered whatever materials were needed for the visit.

Interactive Guidelines

During the home visit keep in mind the following points:

- Greet the provider warmly, state your appreciation for her allowing you to come into her home.
- Arrive and depart on schedule.
- Be prepared but flexible to change the agenda if provider has a particular concern.
- Give positive feedback when and if it is appropriate.
- Relax but keep visit on track.
- Reflect acceptance and nonjudgmental attitudes through words, gestures and facial expressions.
- Sit close and use eye contact.
- Respond to the provider with enthusiasm and encouragement.
- Restate the purpose of the training (if needed) and home visit. Give the provider the agenda.
- When giving information use lots of examples and demonstrations.

- Facilitate problem solving and only offer suggestions when appropriate.
- Arrange or encourage use of resources.
- Respond to the children in a warm, friendly manner.
- Be open and share information about yourself when appropriate.
- Acknowledge other family members but try to focus on the provider and purpose of the visit.
- Use terms that are clear and stay away from jargon.
- Ask what happened between visits.
- Model effective communication skills; especially be a good listener.
- Remind provider about next group meeting, share references and further reading resources.

Some coordinators brought activities for the children. If the activity related to the objectives and the provider felt comfortable with a demonstration this was fine. Coordinators needed to keep in mind that sometimes modeling undermined a providers confidence when she compared her skills with the coordinator. The home visitor thought very carefully about the consequences of her actions before she modeled any skill. Some additional home visit guidelines follow.

Concerns	How to deal with each concern
1. Some people are uncomfortable about being visted in the privacy of their home as they may think they are being judged or evaluated on their personal lifestyle.	1. Be sure to thank the person for allowing you to come into their home when you arrive or depart. Let them know you're aware of how busy they must be. Develop a warm and natural manner and establish eye contact the moment the door is answered. Focus on the person and your pleasure at being able to have the opportunity for the visit. If appropriate, comment on the good smells from the kitchen, or the the warmth and coziness of the home after driving all day in the rain--or ice & snow. Be sincere, casual and warm but professional in purpose.

2.	Possible interruptions from phone calls, other family members, or visitors in the home.	2.	Adapt to the environment. Acknowledge the presence of others but remain alert and eager to continue the visit through established eye contact and body language. Reopen the conversation after the interruption.
3.	The television or radio may be be on and can be a distraction.	3.	Politely state that it might be easier to talk if the radio or T.V. could be turned off. Ask if they would please turn off the TV during your visit or could you both move to another part of the house.
4.	Children in the home may act differently due to your presence.	4.	Smile and be warm toward all the children. If a child is acting out or clings to the mother from shyness, acknowledge that you understand it is sometimes difficult for children to adapt to a new person. Help reduce the other adults anxiety or embarrassment.

After the visit the coordinator summarized the visit in writing by filling out the home visit form. As the coordinator completed this form she included provider reactions, progress she observed and new directions or ideas to pursue as she worked with this provider. Providers may want to know why there is a folder on them and coordinators should be honest about keeping records to evaluation program success and individual progress. Coordinators must honor the trust providers place in them and respect the confidentially of every visit.

Home visits were the most effective way to help providers improve the quality of child care they offer. The individual attention focused on the provider and her concerns made this component the one where more environmental interactive and programatic changes were realized.

Coordinators reinforced effective practices and supported change through this trusting relationship.

Evaluation

As the coordinator reflected on the home visit and filled out the home visit form, she thought about what happened and if the objectives were achieved. Informally, coordinators also assessed their own behavior and tried to become more effective in their interactions.

Since the home visits were a key element to program success providers were asked to evaluate the effectiveness of the home visit and how to improve the interactions. (See evaluation forms Appendix E). This feedback helped the coordinators know they were on track and the home visits were worthwhile.

C. Radio Broadcasts

Twenty-six fifteen minute radio scripts on caring for children were written and aired on KCUR. The topics of these radio segments were selected to integrate with the content of the group meetings and home visits. Information shared on these radio programs was of interest to parents of young children or anyone who lives or works with young children.

The series was called Living and Learning with Children. The broadcasts were recorded on cassette tape and copies were made for all the agencies replicating the study. Providers borrowed copies of the tape and would play them at convenient times. The broadcasts were aired every Monday at 1:00 p.m. after providers put the children down for naps. It was hoped that providers would tune-in and put their feet up and relax. The radio broadcast was designed to go right into the providers home so learning could be reinforced without the provider leaving home.

The series has received favorable feedback. A sample script and list of topics has been included in Appendix D.

D. Resource and Toy Lending Library

Resources and toys were available for providers to borrow. The resources were selected to correspond to each CDA competency area. When providers requested additional information on a certain topic then the resources from the lending library were used.

Materials were disseminated to providers in two ways. The first year the materials were located in a central location. It was found in this project that the providers did not use the materials because of the location of the center and the limited number of hours the building was open.

However, there are advantages of having a centrally located resource library. By having all the resources located in one place family day care providers could come to the library and browse over all the materials available for check out. The provider could use the library whenever it was convenient for her.

For the population of family day care providers participating in this program, the mobile resource library was the most successful means of dissemination. Resources were displayed at each group meeting. A central listing of all resources with a brief description of each item was made available to providers. (See Appendix C for a list of resources and toys). The family day care providers would gather at the resources before and after group meetings and exchange ideas, experiences and opinions on the various toys and resources. The main disadvantage to the mobile resource library was that it was available only once a month, rather than continuously.

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SECTION III

Program Content Outlines and Instructional Strategies

This section includes the specific content objectives and instructional strategies of each group meeting and home visit. Each group meeting and home visit outline contains information to assist the coordinator in organizing and implementing the program.

Each group meeting outline contains; 1) the CDA competency to be achieved, functional area, and focus, 2) content objectives, 3) instructional strategies, 4) content outline, 5) references, 6) suggested audiovisual materials, 7) suggested material and human resources, 8) suggested activities for the CDA portfolio, and 9) a sample group meeting agenda. All of the strategies, materials and handouts were used during the first or second year of the training project.

Each home visit outline contains; 1) the CDA competency, to be achieved, functional area and focus, 2) content objectives, 3) instructional strategies and content information, 4) references, 5) suggested handouts, and 6) sample home visit agenda. Since the content outline varied for each individual provider, only general information has been included.

Order of Meetings

The first two group meetings and home visits focused on setting up a family day care home in order that recruited providers could start setting up their businesses and recruiting families. Since the first group meeting pertained to licensing and zoning regulations this meeting was optional for experienced providers. Two agencies in the training consortium did not offer this meeting because the licensing agency in

their state covered the information in a pre-licensing meeting required of all family day care providers.

Establishing a safe and healthy environment was the next competency presented on in the group meeting sequence. Making sure the environment was healthy and safe for children and promoting good health, safety and nutritional practices was the focus for the third group meeting and home visit.

The fourth and fifth group meeting and home visit focused on social development and positive guidance techniques. The family day care providers on the advisory committee recommended that guidance techniques be stressed as soon as possible after setting up the proper environment. Providers appreciated discussing problems they had with children in their care.

Activities, experiences and interactions that nurture cognitive, language, physical and creative development were featured during group meetings and home visits six and seven. The providers actively participated in various activities that were appropriate for children in their care.

Parent communication and interactions was the topic focused on in the eighth group meeting and home visit. Many concerns about working with families had already been addressed in previous meetings but an intensive discussion occurred at this meeting.

Advocacy and professionalism issues were addressed during the last group meeting. The needs of the provider, helping providers identify stress and burn-out characteristics, was the focus of the home visit.

The program covered basic understandings for family day care providers. The various instructional components enabled every provider to gain useful knowledge and learn at their own pace.

Readings and Assignments

Every provider was given a copy of the Iowa Family Day Care Handbook (1986) and readings were suggested for each meeting. The Iowa Family Day Care Handbook was selected because of its' writing style, examples of forms and activities and comprehensive approach to family day care. The providers appreciated having their own reference where they could go when they had a question or wanted some additional information.

Activities were suggested for providers working on their CDA credential. The activities were designed to help providers meet the requirements for their CDA portfolio. These same requirements could be used to assist providers in applying the information shared in this program to their family day care home. All of the activities were included as voluntary assignments.

Agendas

The group meeting was approximately two hours in length. The time varied for the first and last meetings of the training program. During the first meeting more time was allowed for getting acquainted and filling out forms. The last meeting was two and one-half hours in length because of the awarding of certificates.

At every meeting time was set aside for socializing. When the social time was first on the agenda, participants began to arrive later to the meeting. Consequently, during the second year the social time was scheduled at the end of the group meeting to encourage prompt arrival.

Refreshments were always served and the type of refreshments varied with the time of day of the meeting and season of the year.

The second year of the training, a home visit agenda was added so providers were more aware of the purpose of the home visit. When the home visit agendas were used, providers would discuss the proposed topics and the coordinator was able to stay on task and accomplish her objectives.

Informal Outcomes of the Family Day Care Training

An informal assessment, including observations and verbal feedback from providers, was documented. After the two years of training it was noted that providers participating in the training:

- interacted with children in more positive ways.
- were more businesslike and professional in their interactions with parents and others in the community.
- felt better about themselves and the job they were doing.
- planned more appropriate activities for children in their care.
- established networks of support and felt less isolated.
- were more aware of community resources.

The comments from the evaluation forms completed at each group meeting and periodically completed at the home visit were sources of information about the benefits of the training program. Individual success stories were extremely reinforcing as the justification of such training programs in a community. One provider has shared with others how this training turned her life around and gave her the confidence and reason for taking charge of her life. Even though testimonials such as these might seem maudlin they indicate the great changes that occured in some participants.

Videotapes

Six videotapes were produced for this training program.[1] The program director wrote and produced three videotapes on topics of direct interest to the training program. A recruiting video was made with footage of how two providers arranged their homes to meet the needs of the young children in their care. The second videotape focused on transitions in family day care and footage on how three providers planned and interacted with children and parents during transition times was included. Transition times were particularly stressful times for the providers in the training program and for family day providers in general (Aguire 1987).

Three of the family day care providers in the training program participated in a panel discussion on common problems of family day care providers. This panel discussion was videotaped and has been used in workshops on how to communicate with parents.

The other three videotape topics were 1) nutritional practices, 2) communicable diseases in day care, and 3) insurance issues. Experts from the community volunteered their time to create tapes to be used in future training efforts. These tapes could be used at the group meetings in lieu of a speaker and as a resource if a provider missed a meeting or wanted additional information. Videotaping speakers obviates the problem of asking community experts to frequently repeat talks.

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1 * Partial funding for these tapes was received from the Heart of America Family Services, Inc. and Work Family Directions, Inc.

GROUP MEETING 1

Competency V: To ensure a well-run, purposeful program responsive to participants needs
Functional area: Program management
Focus: Process and procedures of becoming a family home day care provider.

A. OBJECTIVES

1. The group will socialize and begin the networking process.
2. Providers will be made aware of licensing regulations.
3. Providers will be aware of the importance and styles of record keeping.
4. Providers will learn about dimensions and consequences of operating a business in their home.
5. Providers will learn about methods of recruitment and ideas on securing substitute help.
6. Providers will learn about the CDA credential and process.

B. INSTRUCTIONAL STRATEGIES

1. Each provider will be given an activity sheet to complete for an "icebreaker" for socialization.
2. A speaker from the day care licensing unit will explain regulations and zoning requirements.
3. A lecture will be given by the coordinator on what forms are needed for record keeping. A display of personal, health and registration forms will be available for viewing and selection by the providers.
4. An experienced provider will share her personal experiences with a brief lecture on time management for the providers family needs and the conflicts and solutions for maintaining privacy and space for family members. Sharing attention with other children as well as the provers own children will also be discussed.
5. The providers will break into small discussion groups with experienced family home day care providers who will share their expertise on recruitment and securing substitute help. Recruitment efforts such as: advertising in churches, or school bulletin boards, newsletters, grocery stores, newspaper ads, laundry mats, shopping centers, local child care resource and referral programs, state licensing office, etc. will be shared.

GROUP MEETING 1

Competency Goal V: To ensure a well-run purposeful program responsive to particiants needs
Functional area: Program management
Focus: Process and procedures of becoming a family home day care provider.

C. CONTENT OUTLINE FOR GROUP MEETING I

1. The group will socialize and begin the networking process.
   Icebreaker - providers must find others in the group that fit the following descriptions.
   Welcome!
   Say "Hello" and find a person who is -
   A licensed family day care provider
   (Name)_____
   Not currently caring for children but wants to
   (Name)_____
   Aware of the CDA credential
   (Name)_____
   Wanting to care only for infants and toddlers
   (Name)_____
2. Providers will be made aware of or review licensing regulations
   A). Why be licensed - who should be licensed?
   - Licensing standards vary in each state. Check your local Family Day Care Agency and ask for a copy of the licensing regulations.

   - From the standpoint of professionalizing the image of home day care providers, all persons caring for children other than there own in their homes, should seek to obtain a license which reflects to the general population, a desire on the providers part, to comply with standards in caring for children.

   - Licensing supports the home day care providers position in the community through its standards of required performance with children in care.

   - By being licensed, home day care providers may apply for participation in USDA food programs.

   - By being licensed, providers can be listed with resource and referral and gain free advertisments to potential customers.

   - Licensing requires fire, health and safety checks that ensure the conditions of the home providing child care services.

B). How to apply - who, where, when
C). Zoning
D). Health inspection
E). Basic requirements - health exam etc.
F). Building and grounds
G). Numbers and ages of children
H). Specialized care opportunities
I). Program and equipment
J). Additional staff requirements
K). Nutrition requirements
USDA food program opportunity to be discussed

3. Providers will become aware of the importance of record keeping.
A). Basic forms necessary for operating home day care services (Application form, health, accident, immunization, attendance, permission for travel, who may pick up child, emergency information, medication permission slip, individual needs form that describes each child's eating and sleeping patterns and needs, daily report sheet on each child, the individual child's record)
B). Why forms are important and their contribution to an organized and reputable home day care business
- Forms represent rules, expectations and information to protect and assist both the home day care provider and the parents of children in care.
- Records and forms provide necessary information to support payments of fees and income tax reports
- Forms provide protection for both parents and providers
- Menu and snack sheets provide records for licensing and child care food program reimbursements.
- Forms should include information on:
fees, meals and snacks, daily schedules, routines,
hours of service, basic policies,
children health records and habits,
emergency information about the child/family,
medication release
field trip and activity authorization
daily attendance records
accident reports
customer account sheets
budget planning sheets
receipts and mileage sheets

4. The compatibility between the provider's family and the business in their home.
A). Problems that can occur
1). Space and privacy for family members
2). Demands on provider as a parent and a wife

B). What parents look for in a day care home
1). Homelike atmosphere
2). How the providers own children behave and are treated

5. Providers will learn about methods to recruit families/children for care and how to secure substitute help in caring for children.

A). Advertise through local media and neighborhood networking system (schools, laundrymat, churches, women's groups, shopping centers, etc.)

B). Contact and utilize child care resource and referral programs, state licensing office, childrens advocacy groups and professional organizations, (A.E.Y.C., and parent education groups)

6. Providers will learn about the CDA credential and process.

D. REFERENCES

Garcia, R. (1985). Home centered care: designing a family day care program. San Francisco: The Children's Council of San Francisco, 110-111.

Holt, B. and Karas, S. (1986). Iowa family day care handbook. In cooperation with the Iowa Department of Human Services. Ames, Iowa: Iowa State University, 1-36.

E. SUGGESTED AUDIO VISUAL MATERIALS

KRMA-TV, Denver (Producer), & Muse, R. (Speaker). (1981). A gourmet guide to family home day care. [videotape]. Bloomington, Indiana: Agency for Instructional Television.

Vartuli, S. (1988). Family day care provider recruitment. [videotape]. Kansas City, Missouri: UMKC School of Education, Video Network.

F. SUGGESTED RESOURCES AND HANDOUTS

1. Resources
A. Human Resources
1) State licensing representative
2) Local Family Day Care Association Speaker
3) Experienced provider

2. Handouts
State licensing rules for child day care homes
State licensing forms for child day care homes
Information from USDA food program

G. RESOURCES

Alston, E. (1983). Caring for other people's children. Maryland: Baltimore: University Park Press.

Bos, B. (1984). Before the basics. Sacramento, California: Cal Central Press.

Garcia, R. (1981). Home centered care. San Francisco, California: The Children's Council of San Francisco.

Harms, T. and Cryer, D. (1985). Space to play learn. North Carolina, Chapel Hill Frank Porter Graham Child Development Center.

Harms, T. and Cryer, D. (1985). Family day care and you. North Carolina, Chapel Hill Frank Porter Graham Child Development Center.

Lubchenco, A. (1981). A manual for day care providers. Indiana, Bloomington. Mile High Child Care Association.

Modigliani, K., Reiff, M., and Jones, S. (1987). Opening your door to children: How to start a family day care program. Washington, D.C.: National Association for the Education of Young Children.

Murphy, K. (1984). A house full of kids. Boston, Massachusetts: Beacon Press.

Schickedanz, J. (1986). More than the ABCs: The early stage of reading and writing. Washington, D.C.: National Association for the Education of Young Children.

Wanamaker, N., Hearn, K. and Richarz, S. (1979). More than graham crackers: Nutrition education and food preparation with young children. Washington, D.C.: National Association for the Education of Young Children.

I. SUGGESTED ACTIVITIES FOR CDA PORTFOLIO

Competency V: To ensure a well-run purposeful program responsive to participants needs

Process and procedures of becoming a family day care provider

1. Go though the manual of licensing requirements. Check off the necessary steps to take and list the areas of compliance and things you need to do to secure a family day care license.

2. Measure and write down the dimensions of each room and sketch a diagram of your house. Show the arrangement of the rooms, including the location of the toilet and handwashing facilities, kitchen and doors. Also measure the outdoor play area, fencing and equipment. Using licensing criteria, determine if your space will pass licensing.

3. Develop a list of community resources, e.g., social service, health, education, family violence, child abuse. Include phone numbers and addresses. Write or call and ask for community resources handouts for parents. Give your name to get on mailing lists for free information on family life and children.

or

4. Develop your own activity reflecting your knowledge of Competency V.

J. SAMPLE GROUP MEETING AGENDA

Group Meeting 1
Family Day Care Training
7:00 - 9:30 p.m.

7:00 Registration - Refreshments - Complete information sheet

7:30 Welcome

7:40 Licensing regulations with question and answer period

8:15 Styles of forms and the importance of record keeping

8:30 The compatibility between the home day care family and the business

8:40 Break into Groups - Discussion of ideas on how to recruit families and secure substitute help

8:50 Group Reports

9:00 Summary, Evaluation of Training Session, and Questions

9:10 CDA

9:15 Materials distributed, home visits scheduled, vouchers completed and submitted

HOME VISIT I

Compentency V: To ensure a well-run, purposeful program responsive to participant needs.
Functional area: Program management
Focus: Arrangement of the providers family day care home.

A. OBJECTIVES

1. The provider will develop specific areas in the home for work, play, eating, sleeping, bathroom activity, storage and record keeping. A traffic pattern will be determined for safety and smoothness of daily operation.

2. The provider will develop a record keeping system for enrollment and personal records.

3. The provider will schedule activities for the daily routine of child care. (Creative play, quiet time, large muscle, arrival, departure, meals, sleeping, snacks.

B. INSTRUCTIONAL STRATEGIES

1. The provider and instructor will observe and determine what areas are most suited to the needs of the children by walking through the home and discussing the choices of areas for care.

   Determine and discuss organization of areas for specific activity, and traffic patterns. Determine what materials and equipment to include in each of the areas

   A). Play
   B). Eating
   C). Sleeping
   D). Bathroom
   E). Storage of equipment and supplies
   F). Departure and arrival (coats, personal belongings and storage area)

2. The instructor will share various forms for enrollment and personal information on the families and children in care including: health, daily special needs, permission for medication, accident reports, etc.

3. Time schedule samples will be shared, offering a guideline for planning time slots with specific activities to include the daily routine for child care. The provider and instructor will work on this plan together.

4. Daily schedule and routines to be consistent but flexible
   A). Arrival
   B). Quiet play
   C). Group activity (Inside or outdoor play)
   D). Free play choice of play activities for individuals and/or small groups
   D). Snacks and meals
   E). Sleeping
   F). Bathroom routines
   G). Departure
   H). Housekeeping time (pick up toys, etc.)

C. REFERENCES

Garcia, R. (1985). Home centered care: designing a family day care program. San Francisco: The Children's Council of San Francisco, 110-111.

Holt, B. and Karas, S. (1986). Iowa family day care handbook. In cooperation with the Iowa Department of Human Services. Ames, Iowa: Iowa State University, 1-36.

D. HANDOUTS

Holt, B. and Karas, S. (1986). Iowa family day care handbook. In cooperation with the Iowa Department of Human Services. Ames, Iowa: Iowa State University, 9-36.

E. SAMPLE HOME VISIT AGENDA

Home Visit 1 Provider's Guide

CDA Competency V - To ensure a well-run, purposeful program responsive to participant needs.

Focus of the Visit:

Arrangement of the provider's family day care home.

Objectives of the Visit:

1. Let's get to know each other
   - Tell me about yourself, your family and your business

2. Let's look at the space you have in your home for childcare.

3. Together, we will work on some ideas for record keeping.

4. Together, we will work on a daily schedule to include activities for childcare.

* What's on your mind today?

Next Month's Topic (Group Meeting 2):

To ensure a well-run purposeful program responsive to participant needs.

Suggested Reading From Text for Next Group Meeting:

Chapter 2 - pages 9-35

GROUP MEETING 2

Compentency V: To ensure a well-run purposeful program responsive to participants needs
Functional area: Program management
Focus: Business aspects of starting a family day care home.

A. OBJECTIVES

1. The group will socialize and continue the networking process.

2. Providers will be made aware of the legal issues and need for insurance in providing family home day care services.

3. Providers will learn about USDA food program its benefits and application procedures.

4. Providers will learn how to set up a yearly budget and develop record keeping forms.

B. INSTRUCTIONAL STRATEGIES

1. Each person will pretend to have $50.00 to spend and will discuss how they will spend it with others in the room. At the opening of the meeting, each person will share their spending spree.

2. A speaker from day care licensing will explain the legal issues and need for insurance for family home day care.

3. A representative from the USDA food program will explain how to qualify, how to apply for and how to utilize and maximize the food program in offering family home day care.

4a. The providers will break into groups for discussion and instruction from experienced family home day care providers who will explain and share examples of forms used for keeping records of purchases and expenses for operating family day care home. Providers will discuss how to ensure regular payments.

b. Lecture on budget procedures.

GROUP MEETING 2

Competency V: To ensure a well-run purposeful program responsive to participants needs
Functional area: Program Management
Focus: Business aspects of starting a family day care home

C. CONTENT OUTLINE FOR GROUP MEETING 2

1. The group will socialize and continue the networking process.

   A). Each person will be told to spend an imaginary $50.00. They will discuss with others how they might spend it. At the opening of the meeting, each person will share how they "spent their money".

   B). While in groups, the providers will pair off (buddy system) for networking, support and sharing of ideas. Possible ways of dividing the group are by zipcodes or by matching experienced and new providers. Encourage phone and personal contacts to share support

2. Each provider will be made aware of the legal issues and need for insurance in providing family home day care services.

   A). The insurance policy should protect against liability
      1. Bodily injury that occurs accidentally
      2. Accidental damage to the property of others
      3. Expenses of immediate medical relief at time of accidents
      4. Legal costs of defending against suits by injured parties
      5. Check fire insurance coverage
         a. Does it cover only the structure of the house
         b. Does it cover fire accidents with children while in your care
      6. Check to see if insurance covers
         a. Theft
         b. Providers loss of time at work because of illness, fire, family death, etc.
         c. Food handling in case of illness caused by spoiled food.
         d. Does the policy cover children in the yard and while riding in the car or on a field trip.

   B). Attach a "rider" to existing homeowners policy
   C). Automobile insurance coverage for transporting children
   D). Insurance premiums paid for day care operations are tax deductible
   E). Do parents have an insurance policy that covers the child while in your home
   F). Check with child care agencies to see if there are companies offering group rates for a number of caregivers to use the same plan
   G). Read the policy carefully to see that it insures all

children in your home
H). Inform parents of the policy coverage you have for their children

3. Providers will learn how to set up a yearly budget and develop record keeping forms.
   A). Budget procedures
      1). List anticipated income
         a. Child care fees
            (1). Children full time (the number of children times the fee = income)
            (2). Children part time (the number of children times the fee = income)
            (3). Add other registration fees
            (4). Total all anticipated income from providing child care
         b. Other income
            (1). USDA food program reimbursement
            (2). Fees paid on children through public funding must also be considered income
            (3). Other
      2). List anticipated expenses
         a. Housing - rent or mortgage
         b. Taxes
         c. Insurance - property and liability
         d. Office supplies and postage
         e. Transportation, gas, mileage, insurance
         f. Outside help - labor
         g. Utilities (heat, lighting, water and sewer, phone)
         h. Housekeeping supplies
         i. Special equipment (cribs, changing table, etc.) and cabinet storage
         j. Program supplies, toys, equipment
         k. Time payments, rental, interest on credit cards
         l. Repairs of equipment, home, yard
         m. Entertainment (holding parties, field trip costs, etc.)
         n. First aid supplies
         o. Educational courses, workshops, mileage and substitute pay for help
         p. Home improvements, fencing yard
         q. Cash flow back up for slow periods, holidays,
         r. Food (1 meal and 2 snacks per day)
            (1). Cost per meal x number of children served = total meal cost
            (2). Cost per snack x number of children served = total snack cost
            (3). Total meal cost + total snack cost = total cost of food
         s. Miscellaneous (fire extinguisher, field trip costs, advertisement, cloth diapers, license fee)
      3). Indirect expenses
         a. Mortgage or rent (prorated)
         b. Property taxes (prorated)
         c. Cost of small claims court to secure payment(s)

d. Cost of tax preparation
e. Social security deductions
f. Utility payments
g. Self-employment retirement plan costs
h. Dues for group associations - day care, pre-school, NAEYC

4). Keep separate records of purchases for the home and business operation
a. Keep all receipts, circle and identify items
b. Record purchase payments by check
c. Keep, identify and make notations on charge billings

4. Providers will become aware of how to write policies and learn the importance of written policies.
A). The importance of written policies.
1). Policies establish a clear understanding of what is expected in the day care home.
2). Policies protect the caregiver, the child and the family from misunderstandings
3). Policies reflect business and professional knowledge and intent of the caregiver.
B). Policies should include and cover:
1). Numbers and ages of children in care
2). Enrollment requirements
3). Parental involvement
4). Procedure for collection of parent fees (full, part time)
5). Policy for sick children
6). Hours of operation
7). What holidays will be observed
8). Plan for resolving parent concerns
9). Transportation issues (field trip permission emergency trip permission
10). Dispensing of medication
11). Policy on vacation notice
12). Notice of withdrawal and fees for dismissal
13). Emergency medical authorization
14). Daily attendance record
15). Accident reports
16). Discipline techniques
17). Number of meals and snacks served
18). Who may pick up the child
19). Who to contact in case of emergency
20). Daily accountability of parents whereabouts
21). Arrival and departure procedures
22). Storage of personal items -- sharing of toys bought to the home, etc.
23). Food or snacks from home

5. Each provider will learn about the USDA food program, it's benefits and application procedures.
A). Primary goal is to improve the diet of children 12 years of age or younger.
B). All meals must follow patterns set by USDA.
C). Provides a cash reimbursement

D). Cash reimbursements from the food program are taxable as income.
E). Family day care home must be registered with the Dept. of Human Services.

D. REFERENCES

Garcia, R. (1981). Home centered care: Designing a family day care program. San Francisco, California: The Children's Council of San Francisco, 110-114.

Holt, B. and Karas, S. (1986). Iowa family day care handbook. In cooperation with the Iowa Department of Human Services. Ames, Iowa: Iowa State University, 1-36.

West, K. (1986). Family day to day care. Mound, Minnesota: Quality Child Care, Inc., 81-94.

E. SUGGESTED AUDIO VISUALS MATERIALS

Bates, C. (1987) [videotape]. Insuring your family day care home. Kansas City, Mo: UMKC School of Education/Video Network.

Toys that teach [Filmstrip]. St. Paul, Minnesota: Toys 'n Things Press.

F. SUGGESTED HUMAN AND MATERIAL RESOURCES

Human Resources
a. Tax Preparer
b. Insurance Representative

Material Resources
- Insurance and tax information can be obtained from National Association for Family Day Care.

National Care Provider Insurance, Inc.
BMF Marketing Insurance Services, Inc.
15250 Ventura Boulevard, Suite 1012
Sherman Oaks, California 91403-3288

Child Care Food Program
1987 Tax Information for Family Day Care Business
1245 E. Washington Avenue
Madison, Wisconsin 53703

G. SUGGESTED RESOURCES

Basic guide to record keeping and taxes. (1986). St. Paul, Minnesota: Toys 'n Things Press.

Clifford, R. and Bourland, B. (1985). Day care as a small business. Unit Packet. Chapel Hill, North Carolina: Frank Porter Graham Child Development Center.

Frost, J. (Spring 1983). Preventing playground injuries. Texas Child Care Quarterly, 20-30.

Modigliani, K., Reiff, M. and Jones, S. (1987). Opening your door to children: How to start a family day care program. Washington, D.C.: National Association for the Education of Young Children.

I. SUGGESTED ACTIVITIES FOR CDA PORTFOLIO OR ASSIGNMENT

Competency V: To ensure a well-run purposeful program responsive to participants needs
Business Aspects of starting a Family Day Care Home

1. Develop an equipment list of what you already have to use for childcare. Make your list match the appropriate ages of the children. (Infants: crib, changing table, etc. Preschoolers: swingset, trike, etc.) Make a "Wish List" of all the items you would like to purchase during the year for your day care operation.

2. Develop forms for recording information on the children and families such as emergency numbers, health information, child's habits and preferences about food, toileting sleeping, immunizations, permission to travel by car, permission to give medication, accident reports, and daily attendance records. Develop a form to record each child's growth and progress, using dates and space for comments on what the child care says or does while he is in your home.

3. Develop and write your policies on fees and when payments are due, what meals and snacks will be served, arrival and departure time and procedures, who is authorized to pick up the child, what fees will be charged when the child is absent, late fees, hours and day open for care, children's doctor's appointments and any other policies deemed important.

or

4. Develop your own activity reflecting your knowledge of Competency V.

J. SAMPLE GROUP MEETING AGENDA

Group Meeting 2
Family Day Care Training
9:00 - 11:00 A.M.

Welcome!

To establish a "Buddy System" and support group, please sit at a table with your "Zipcode Group." You will become acquainted with other day care providers in your zip code area and can exchange names and phone numbers so you can call one another to discuss ideas and concerns about your family home day care business. Write the names and phone numbers on the back of this paper and keep it with your day care materials.

9:00	Registration - Refreshments	Social Time
9:20	Welcome	
9:25	Legal issues and insurance	
9:55	Record keeping forms and the yearly budget	
10:20	The importance of written policies and how to write policies	
10:45	USDA food program	
11:00	Adjourn	

Be sure to:

1. Schedule a home visit with coordinator
2. Return your voucher before leaving

HOME VISIT 2

Competency V: To ensure a well-run, purposeful program responsive to participant needs.
Functional area: Program management
Focus: Assist in setting up systematic record procedures.

A. OBJECTIVES

1. The provider will select and refine forms necessary for her to run a home day care business.

2. The provider will learn sources for tax and insurance information.

3. The provider will develop a yearly budget.

B. INSTRUCTIONAL STRATEGIES

1. Necessary forms, policies and/or procedures will be discussed and shared with the providers

   Individual customer account sheet
   Income summary for the year
   Childcare expense checklist
   Business expense records & receipt filing
   Food expenses
   Car & mileage record
   Expense summary sheet
   Enrollment requirements
   Parental involvement
   Procedures for collection of fees (full, part-time)
   Policy on sick children
   Hours of operation
   What holidays will be observed
   Plan for resolving parent concerns
   Transportation issues (field trip and emergency permission)
   Dispensing of medication
   Policy on vacation notice and fees
   Withdrawal or dismissal
   Emergency medical authorization
   Daily attendance record
   Accident reports
   Philosophy of discipline
   Number of meals and snacks served
   Who may pick up the child
   Who to contact in case of emergency
   Daily accountability of parent whereabouts
   Arrival and departure procedures
   Storage of personal items - sharing of toy brought to the home, etc.
   Food or snacks from home

2. The instructor will provide a list of community tax and insurance resources and will advise the provider to seek a tax preparer for advice about tax laws for the individual family/home.

   - Internal Revenue Service

   - Small Business Administration

   - Local Day Care Licensing Agency

   - National Association for Education of Young Children
     1834 Connecticut Avenue, N.W.
     Washington, D.C. 20009
     202-232-8777 800-424-2460
     Send a self-addressed, stamped business size envelope and ask for a free copy of How To Start A Good Early Childhood Program.

   - Child Care Law Center
     625 Market St., Suite 816
     San Francisco, CA. 94105
     415-495-5498
     Offers more than 50 brief and inexpensive publications dealing with legal issues such as zoning, child abuse, liability, and taxes. Request complete list of titles.

   - National Association for Family Day Care
     41 Dunbar St.
     Manchester, NH. 03103
     603-622-4408 or
     P.O. Box 8920
     Nashville, TN. 37207-0920

3. The provider will develop a yearly budget
   A). Review budget and policies concerning money with the provider
      1). Have providers list their expenses
      2). Have providers list all income and fees
      3). Total and balance budget
      4). Make necessary adjustments
      5). Review policies concerning money
         - Procedures for collection of fees
         - Daily attendance record
         - Number of meals and snacks served
         - Policy on vacations and holidays

C. REFERENCES

Clifford, R. and Bourland, B. (1985). Day care as a small business. Chapel Hill, North Carolina: University of North Carolina. In cooperation with Frank Porter Graham Child Development Center.

Holt, B. and Bourland, B. (1985). Day care as a small business. Chapel Hill, North Carolina: University of North Carolina. In cooperation with Frank Porter Graham Child Development Center.

D. SUGGESTED HANDOUTS

Forms from State Licensing - enrollment form, medical form and parent information form.

A listing of community resources with addresses and phone numbers available for tax and insurance information.

E. SAMPLE HOME VISIT AGENDA

Home Visit 2 Provider's Guide

CDA Competency V - To ensure a well-run purposeful program responsive to participant's needs.

Focus of the Visit: Assist in setting up systematic record procedures

Objectives of the Visit:

1. We will review and develop or select forms necessary to organize and operate your home day care business

   - Examples from state licensing
   - Textbook examples

2. You will receive a list of community resources for tax and insurance purposes.

3. We will discuss how to develop a yearly budget and policies for your family day care home.

* What's on your mind today?

Next Month's Topic (Group Meeting 3):

Promoting good health, safety and nutritional practices. Provider.

Suggested Reading from Text for Next Group Meeting:

Chapters:	1	pages 1-7
	3	pages 37-53
	8	pages 149-169
	9	pages 171-182

GROUP MEETING 3

Competency I: To establish and maintain a safe, healthy, learning environment.
Functional area: Safe and Health
Focus: Promoting good health, safety and nutritional practices.

A. OBJECTIVES

1. The group will socialize and continue the networking process.

2. Each provider will be made aware of communicable diseases and emergency first aid practices.

3. Each provider will be made aware of emergency procedures for accidents, fire, foul weather and transportation safety.

4. Each provider will learn about basic nutrition, menus and cooking with children.

B. INSTRUCTIONAL STRATEGIES

1. Each provider will be given a name tag with the name of a food written on it. Each provider will be required to write the name of the person and the food group they represent - to make a balanced menu for a family day care meal.

2. Panel discussion or speakers from the health department, a school nurse, red cross or health practioner will give a summary or communicable diseases and life saving practices (CPR, choking, rescue breathing) and will supply handouts to support their presentation and transportation safety.

3. A speaker will discuss how to plan nutritional meals on a budget and using USDA food program surplus foods. A display of handouts on nutritional needs, sample menus and balanced diet will be made available.

GROUP MEETING 3

Competency I: To establish and maintain a safe, healthy, learning environment
Functional areas: Safe and Healthy
Focus: Providing good health, safety and nutritional practices

C. CONTENT OUTLINE FOR GROUP MEETING 3

1. The group will socialize and continue the networking process.

   A). Each provider will be given a name tag with the name of a food written on it. Each provider will be required to write the name of the person and the food group they represent to make a blanced menu for a family day care meal.

2. Providers will be made aware of communicable diseases and emergency first aid practices

   A). There will be a panel discussion or speakers from the health department, a school nurse, Red Cross or health practitioner. The speakers will give a summary on communicable disesases and life saving practices, (CPR, choking, rescue breathing and will supply handouts to support their presentation and transportation safety.

      1). How to recognize, how to care for, how long do most common communicable diseases last
         a. Chicken pox
         b. German measles (Rubella)
         c. Measles
         d. Mumps
         e. Pink eye
         f. Strep throat
         g. Common cold - respiratory diseases
         h. Infections diarrhea
         i. Infectious vomiting

      2). Recognizing emergencies and knowing life saving practices
         a. Choking
         b. Bad bleeding
         c. Drowning
         d. Chemical burns
         e. Electical shock
         f. Poison
         g. Vomiting of blood
         h. Crushing chest injuries
         i. Severe burns
         j. Broken bones
         k. High Fever
         l. Serious cuts

m. Shock
n. Seizures - Convulsions

3). Available health and safety courses
a. American Red Cross - Basic First Aid
b. CPR - Infant and children

3. Providers will be made aware of emergency procedures for accidents, fire, severe weather and transportation safety.
A). Members of the panel will discuss:
1). Types of accidents and corrective procedures to take
a. Bleeding - cuts
b. Puncture wounds
c. Falls - head injuries

2). Fire-emergency number 911
a. Escape routes - evacuation - 2 ways out of every room
b. Smoke alarms
c. Home inspection
d. Fire extinguishers
e. Windows and doors clear for escape
f. Mark bedrooms and sleeping areas with dots
g. Make fire department aware of your day care facility and numbers of children you care for
h. Know where children are at all times
i. Practice drills - plan for infants

3). Severe weather
a. Practice "tornado warnings - and where to take shelter
b. Have battery operated radio
c. Flashlights ready and in working order for electric storms and power outage

4). Transportation safety
a. Parent permission
b. Car seats
c. Seat belts
d. Never leave children alone in car
e. Keep car in good repair, carry flashlight, first aid kit and emergency flags or flares
f. Obey all traffic rules and road signs
g. Don't drive when tired or while under medication
h. Keep driving to a minimum - don't make unnecessary trips

4. Each provider will learn about basic nutrition, menus and cooking with children
A). The instructor or speaker will discuss how to plan nutritional meals on a budget using USDA food program surplus foods. A display of handouts on nutritional needs, sample menus and balanced diet will be made available. (Extension Center, Dept. Home Economics, Dairy Council, etc.)

1). The importance of balanced diets to good health.
   a. Good nutrition, growth, health and learning are interrelated
   b. Healthy looking, strong, alert, attentive and energetic children are associated with proper diet.

2). Differences and results of poor nutritional practices on adults and children
   a. Difficulty in learning due to lack of interest, lack of energy, more sickness and irritability
   b. How health problems such as high blood pressure, diabetes, heart disease and anemia can influence behavior

3). Ideas on preparing meals for young children
   - Serve foods children like
   - Serve cultural foods and share recipes with parents
   - Eat what you serve to children
   - Encourage but don't pressure children to eat
   - Encourage children to try new foods
   - Serve foods that are fun and easy to eat (orange sections, cheese cakes, etc.)
   - Encourage children to feed themselves
   - Have child sized, unbreakable utensils
   - Serve a variety of foods
   - Make food attractive
   - Let children help prepare food
   - Encourage socialization at meal time
   - Let children help set the table and clean up

D. REFERENCES

Garcia, R. (1985). Home centered care: Designing a family day care program. San Francisco, California, 100-103.

Holt, B. and Karas, S. (1986). Iowa family day care handbook. In cooperation with the Iowa Department of Human Services. Ames, Iowa: Iowa State University, 149-169.

E. SUGGESTED AUDIO VISUAL MATERIALS

Morrow, J. (Speaker). (1986). Bank street's family day care cassettes: Health and safety. Washington, D.C.: John Merrow Productions. [Audio Cassette]

Vartuli, S., and Pirch, R. (Speakers). (1988). Living and learning with children. Kansas City, Mo: University-Missouri Kansas City KCUR. [Audio Cassette]
   - Observing Children
   - Safety in the home and in transporting children
   - Health practices
   - Caring for your own and other children
   - Nutrition

Selections recorded from a weekly radio program designed for family day care providers, and anyone else who lives with young children, including parents and grandparents.

Inviting space [filmstrip]. St. Paul, Minnesota: Toys 'n Things Press.

Make room for children. [filmstrip]. St. Paul, Minnesota: Toys 'n Things Press.

KRMA-TV, Denver (Producer), & Muse, R. (Speaker). (1981). A good measure of safety [videtape]. Bloominton, Indiana: Agency for Instructional Television.

Pirch, S. (Speaker) (1988). Good nutrition for children [videotape]. Kansas City, Missouri: University Missouri Kansas City Video/Network.

F. SUGGESTED HUMAN AND MATERIAL RESOURCES

1. Human Resources
   - Red Cross Instructor
   - CPR Instructor American Heart Association
   - Fireman
   - Health Department Spokesperson

2. Material Resources
   - American Red Cross
   - Extension Center
   - Health Department
   - Child Care Food Program

G. ADDITIONAL RESOURCES

Alston, F. (1984). Caring for other people's children. Baltimore, Maryland. University Park Press.

Lubchenco, A. (1981). A manual for day care providers. Bloomington, Indiana. Mile High Child Care Association.

Robertson, S. (1980). Health, safety and first aid. St. Paul, Minnesota: Toys 'n Things Press.

I. SUGGESTED ACTIVITIES FOR CDA PORTFOLIO OR ASSIGNMENT

Competency I: To establish and maintain a safe, healthy, learning environment

Promoting good health, safety and nutritional practices

1. Put together a first aid kit. Make a list of what to include like bandaids, bactine, etc. Explain the use of each item listed. Collect all the items and put them in a box.

2. Evaluate one week's menus for nutritional content and list suggestions to improve. Develop a month's menus including snacks and all meals.

3. Plan a health curriculum for children. Incorporate health, safety and good nutrition and design 2 or 3 activities for the children.

4. Develop your own activity reflecting your knowledge of Competency I.

J. SAMPLE GROUP MEETING AGENDA

Group Meeting 3
Family Day Care Training
7:00 - 9:00 P.M.

Social Time

Acquaint yourself with other day care providers. Together, write down a balanced menu for one day.

Breakfast:
Lunch:
Snack:

7:00 Refreshments — Social Time

7:20 Welcome

7:25 Communicable Diseases and Health Concerns

7:45 Safety and Emergency First Aid Practices

8:25 Basic Nutrition, Menus and Cooking with Children

8:55 Adjourn - Return Vouchers - Confirm Home Visits

HOME VISIT 3

Competency I: To establish and maintain a safe, healthy learning environment
Functional areas: Safe, Healthy and Learning Environment
Focus: Provider and instructor home check list for environmental health and safety.

A. OBJECTIVES

1. The provider will develop nutritional menus and health and safety practices for their home.

2. The provider will develop plans and procedures for evacuation due to fire and other emergency situations.

B. INSTRUCTIONAL STRATEGIES

1. A safety check will be made. Stairways, nap room, infant area, ventilation and heating, proper storage of poisons and other harmful substances, health practices, first aid kits, etc. will be on the check list. The house will be checked by the instructor and provider.

2. The instructor will provide a list of safety practices. The provider and instructor will develop procedures for emergency evacuation and accidents. Ways of including children to all safety measures will be discussed.

C. REFERENCES

Holt, B. and Karas, S. (1986). Iowa family day care handbook. In cooperation with the Iowa Department of Human Services. Ames, Iowa: Iowa State University, 149-169.

D. SUGGESTED HANDOUTS

FAMILY DAY CARE SAFETY CHECK LIST

Entry Way

____ 1. Outside entry clear of obstructions and well-list
____ 2. Knives, scissors, sharp objectives out of reach of children
____ 3. Non-slip rugs
____ 4. Safe access to sink using stury step stool
____ 5. Locks on all cabinets and drawers below waist-level
____ 6. Turn pot handles inward and take control knobs off gas stoves when not in use.
____ 7. Mop available for cleaning spills immediately
____ 8. Secure lid on garbage can
____ 9. Stable high chairs and booster seats with safety straps
____ 10. Dishwasher and appliance should be secure and supervised closely if ever used by children

Living Room

____ 1. Electric outlet covers on all unusued outlets (in all other rooms, too)
____ 2. Secure lamps or free standing objects
____ 3. Area rugs-secured
____ 4. Close off fireplace, wood stoves, space heaters, radiators or heating grates
____ 5. Remove breakable ashtrays or knickknacks
____ 6. Gun cabinets must be locked

Hall and Stairs

____ 1. Keep steps well-lit, non-slippery, and free of clothes
____ 2. Use childproof gate at top and bottom of stairs until all children can handle stairs
____ 3. Keep stairs and railings secure and in good repair

Bedrooms

____ 1. Install nightlight for evening care children
____ 2. Move furniture or cribs away from windows
____ 3. Install locks on windows and screens
____ 4. Store cosmetics, sharp objects, etc. out of reach of children

Bathroom

____ 1. Never leave small children unattended
____ 2. Put locks on medicine cabinets
____ 3. Keep and use electrical appliances outside the bathroom
____ 4. Use rubberized tub decals and bathmats to prevent slips
____ 5. Have a sturdy step stool for reaching the sink
____ 6. Keep glass containers out of bathroom
____ 7. Use plastic or paper cups for drinking

Garage, Attic, Basement

____ 1. Lock all doors securely
___ 2. Throw away old or unnecessary paints, cleaning fluids, thinners or gasoline

Outside

____ 1. Yard should be free of litter, old boards, rocks or anything causing potential hazards to children
____ 2. The inside-outside doorway for children should be secured when not in use, but free moving and easy to handle when used by children
____ 3. Swingsets, climbers, etc. should be checked for secure attachments, they should be free of screws or nails protruding
____ 4. The fence should be sturdy and safe with a gate that can be locked by adults only

Car

____ 1. The car should always meet standard safety rules and be kept in good repair
____ 2. There should be adequate seat belts and car seats for every child

General

____ 1. Install smoke alrams and fire extinguishers and test regularly
____ 2. Keep matches out of reach and vision
____ 3. Conduct home fire drills-make at least 2 exit plans and establish a spot outside where everyone is to meet
____ 4. Post emergency phone numbers by each phone

Daily-Weekly Menus

____ 1. Menus should be posted for parents in a visible location
____ 2. Menus should include food from the four basic groups to supply 2/3 of the daily food requirements in snacks and meals served
    1. milk group
    2. meat or protein substitute group
    3. fruit-vegetable group
    4. bread-cereal group
____ 3. Plan menus using two or more servings in the milk group, one or more serving in the meat group, three or more servings in the vegetable-fruit group and two or three servings in the bread-cereal group for each child care day
____ 4. Healthy snacks should be served
____ 5. Infant and special dietary food needs should also be planned or provided for by the parent (or provider as determined in advance)

E. SAMPLE HOME VISIT AGENDA

Home Visit 3 Provider's Guide

CDA Competency I - To establish and maintain a safe, healthy, learning environment.

Focus of the Visit:

Provider and trainer home check list for environmental health and safety.

1. Let's plan some nutritious menus for the children.
2. We will talk about childproofing and safety practices for home day care providers
   - I can help you with a safety check list for your home
3. Let's talk about how to evaluate your home in an emergency situation.
   - Parents will feel secure knowing you have a plan
   - I can help you draw a diagram and write down some procedures for evacuation
   - We can discuss ways children in your care can help during an evacuation

* What's on your mind today?

Next month's topic (Group Meeting 4):

To support social and emotional development and provide positive guidance.

Suggest Reading From Text for Next Group Meeting:

Chapter 5 and 6 pages 59-115

GROUP MEETING 4

Competency III: To support social and emotional development and provide positive guidance.
Functional areas: Self, Social and Guidance
Focus: Nurturing positive self-esteem and preventing problems from occurring

A. OBJECTIVES

1. The group will socialize and continue the networking process.

2. Providers will be made aware of the stages of social development. and the development of positive self esteem.

3. Providers will be made aware of maintaining realistic expectations of children and respecting the rights of children.

B. INSTRUCTIONAL STRATEGIES

1. Providers will select one trait they like about themselves and will tell other providers.

2. The instructor will provide an overview of how positive self esteem is nurtured in young children, birth through school age, and discuss the importance of respecting children.

3. The providers will break into small groups to discuss activities that will enhance self esteem and demonstrate respect of children.

GROUP MEETING 4

Competency III: To support social and emotional development and provide positive guidance
Functional areas: Self, Social, and Guidance
Focus: Nurturing positive self-esteem and preventing problems from occurring

C. CONTENT OUTLINE FOR GROUP MEETING 4

1. The group will socialize and continue the networking process
   A). Providers will select one trait they like about themselves and will tell other providers

2. Providers will be made aware of the stages of social development
   A). Infant stages of social development
      1). Bonding with the primary caregiver. (Trust)
         a. Bonding is developed in the first minutes, hours and days of life through physical touch with another human being
         b. Bonding is developed through physical contact, nurturing and response of the mother/primary caregiver, stroking, feeding, facial expressions, voice tone, body warmth, body cues
         c. Bonding forms the basis for other relationships in the child's future social development
      2). Attachment is the ongoing condition sought with other human beings with a variance of degree of intensity
         a. Attachments are formed by
            (1). Physical contact, touching
            (2). Relief from distress, crying
            (3). Nurturing interactions such as holding gently, smiling, cooing and babbling to baby's noises
      3). Implications to the day care provider
         a. Infants require a consistent caregiver
         b. Infants must have their physical needs met promptly and reassuringly
         c. Infants give cues of their needs through their crying and body language
         d. Caregivers need to be aware of cues and synchronize their responses to the infants needs
   B). Toddler stages of social development
      1). Separation is the awareness of a sense of self and growing feelings of independence from adults and caregivers
      2). Separation is developed by allowing the child to safely explore their environment
         a. Typically toddlers like to hold on to things, and not want to share, as they begin to form their own identity
         b. Separation breeds anxiety as young children realize their lack of power and control
         c. Developing a sense of self means the child will

(2). Exposure to adult, peer and, sibling role models
(3). Time (It takes time to attempt socializing)
(4). Varied and broad experiences
(5). Opportunity and availability of peers

d. Friendships affect success in school work, happiness and reflect in the child's self confidence that he is likeable and likes others

2. Implications to the day care provider
   a. Each child needs help in understanding how to get along with peers
   b. Each child needs to be and feel accepted
   c. Each child needs to be able to choose friends
   d. Each child needs to receive descriptive feedback and encouragement

3. Providers will be made aware of the development of self-esteem

A.) General information

1). Self esteem is the respect and feelings one has about themselves
2). Self esteem is developed through the reflections of ourselves from others (adults, siblings and peers)
3). Self esteem begins to be formed at birth and evolves throughout our life
4). Self esteem reflects how someone, in turn, treats others
   a. To love others, we must love ourselves
   b. To show respect for others we must respect ourselves

B). Practices in nurturing positive self esteem in young children

1). Infants
   a. Talk, sing, laugh, smile with the baby
   b. Comfort and tend to bodily needs
   c. Communicate pleasure
   d. Provide time for positive social interaction
   e. Provide safe, secure limits for baby to explore

2). Toddlers
   a. Provide space and opportunities for toddlers to explore
   b. Provide time for positive social interaction
   c. Act as a resource - be available
   d. Provide choices for success
   e. Assist and encourage mastery of simple skills and tasks
   f. Understand oppositional behavior
   g. Offer non-judgemental feedback
   h. Understand that toddlers show both affection and annoyance to adults

(2). Exposure to adult, peer and, sibling role models
(3). Time (It takes time to attempt socializing)
(4). Varied and broad experiences
(5). Opportunity and availability of peers

d. Friendships affect success in school work, happiness and reflect in the child's self confidence that he is likeable and likes others

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A.) General information
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      e. Assist and encourage mastery of simple skills and tasks
      f. Understand oppositional behavior
      g. Offer non-judgemental feedback
      h. Understand that toddlers show both affection and annoyance to adults

3). Preschoolers
   a. Provide opportunities for interaction with peers
   b. Set up play space for learning
   c. Consider alternatives to guide behaviors
   d. Keep simple routines
   e. Set firm limits
   f. Be consistent
   g. Provide options and chances
   h. Accommodate and anticipate
   i. Reinforce successes
   j. Understand strong feelings and aggression as normal and help redirect into appropriate channels
   k. Be affectionate and understanding

4). School age children
   a. Provide choices
   b. Provide reasonable rules and limits-Allowing children opportunities to help make rules
   c. Avoid criticism and punishment
   d. Recognize and feelings - help children problem solve
   e. Understand with mood swings
   f. Understand arrogant behaviors can be temporary
   g. Reinforce peer relationship

4. Providers will be made aware of maintaining realistic expectations of children and respecting the rights of children

A). Infants
   1). Create personal relationship through stroking, cuddling, talking and playing with the infant
   2). Provide interesting things to look at, taste, smell, feel, hear and touch
   3). Provide basic physical care pleasantly and gently
   4). Engage in supervised social play

B). Toddlers
   1). Accept mood swings and provide alternatives within reason
   2). Allow opportunities for learning, developing self help skills
   3). Use books, pictures, stories and discussion to identify with events and experiences in the toddlers life

C). Preschoolers
   1). Involve older children in helping younger ones
   2). Help children learn how to socially interact and solve social problems through modeling, coaching and facilitating.
   3). Provide art supplies for painting, gluing, collages for individual expression
   4). Provide a "housekeeping" corner with dolls, dishes, table, chairs and dress-up clothes

D). School-agers
   1). Provide outdoor play opportunities
   2). Provide areas and materials for school-agers to play together
   3). Make snack time a social activity

4). Allow time together with friends their own age
5). Provide space and materials for recreation and socalization
6). Allow quiet area and space for privacy
7). Recognize and respect their wants and needs be independent and separate

D. REFERENCES

Holt, B. and Karas, S. (1986). Iowa family day care handbook. In cooperation with the Iowa Department of Human Services. Ames, Iowa: Iowa State University, 149-169.

Lubcheno, A. (1981). A manual for day care providers. Bloomington, Indiana: Mile High Child Care Association, 14-22.

E. SUGGESTED AUDIO VISUAL MATERIALS

KRMA-TV, Denver (Producer), and Muse, R. (Speaker). (1981). Receipe for happy children. [videotape]. Bloomington, Indiana: Agency for Instructional Children.

KRMA-TV, Denver (Producer), and Muse, R. (Speaker). (1981). Starting from Scratch - to three years. [videotape]. Bloomington, Indiana: Agency for Instructional Television.

Vartuli, S. (1988). Common problems occurring in family day care [videotape]. Kansas City, Mo. UMKC School of Education/Video Network.

KRMA-TV, Denver (Producer), and Muse, R. (Speaker). (1981). Natural ingredients-Development of the preschool and school-age child. [videotape].

NAEYC (Producer). Celebration of young children [videotape]. Washington, D.C: National Association for the Education of Young Children.

NAEYC (Producer), and Caldwell, B. (Speaker). Caring for infants and toddlers. [videotape]. Washington, D.C.: National Assciation for the Education of Young Children.

Vartuli, S. and Pirch, R. (Speakers). (1988). Living and learning with children. [audio cassettes]. Kansas City, Mo: University-Missouri, Kansas City KCUR.

- Developing autonomy
- Self Concept
- Social Development
- Separation, transition and stress

Selections recorded from a weekly radio program designed for family day care providers, and anyone else who lives with young children, including parent and grandparents.

F. SUGGESTED HUMAN AND MATERIAL RESOURCES

Handouts

Nurturing the Self Esteem of Children

1. Experiences count. Show your child you care by expressing an interest in your child and his/her activities.

2. Set clearly defined, reasonable limits. State limits positively and give reasons for rule.

3. Help your child understand the consequences of behavior, offer choice.

4. Avoid making value judgements. Give your child feedback on credible, honest performances.

5. Build on your child's individual strengths, help them examine limitations realistically.

6. Accept all your child's feelings-positive and negative. Help your child deal with feelings constructively.

7. Listen with care.

8. Be genuine and real with your child. Nonverbal behavior must agree with verbal behavior.

9. Care about yourself.

10. Make sure your expectations meet your child's abilities. Children rarely question adults, they question their personal adequacy.

Sue Vartuli 1985

G. RESOURCES

Alston, F. (1984). Caring for other people's children. Baltimore: University Park Press.

Garcia, R. (1985). Home centered care: Designing a family day care program. California: The Children's Council of San Francisco.

McCracken, J. (1986). Reducing stress in young children's lives. Washington, D.C.: National Association for the Education of Young Children.

Riley, S. (1984). How to generate values in young children: integrity honesty, individuality self-confidence, and wisdom. Washington, D.C.: National Association for the Education of Young Children.

So this is normal? (1985). St. Paul, Minnesota Toys 'n Things Press.

Stone, J. (1969). A guide to discipline. Washington, D.C.: National Association for the Education of Young Children.

Warren, R. (1977). Caring:supporting children's growth. Washington, D.C.: National Association for the Education of Young Children.

Willis, A. & Ricciuti, H. (1985). A good beginning for babies: guidelines for group care. Washington, D.C.: National Association for the Education of Young Children.

H. OPTIONAL INSTRUCTIONAL STRATEGIES

Sometimes time to break into groups may not be possible. When that occurs, you may choose to field the questions to the general audience to gain an overview of the material and generate some suggestions.

I. SUGGESTED ACTIVITIES FOR CDA PORTFOLIO OR ASSIGNMENT

Competency III : To support social and emotional development and provide positive guidance

Focus: Nurturing positive self-esteem and preventing problems from occurring

1. List specific ways you can help each child in your care know that you value them as important individuals

2. Draw and describe how you would like to further develop your child care area to appeal to the children's needs in promoting the development of a positive self-concept, social development and preventing problems.

3. Tape record your verbal interaction with a child or children and transcribe. List ways you reinforced or encouraged positive self esteem and suggest ways to improve interaction.

or

4. Develop your own activity reflecting your knowledge of Competency III.

J. SAMPLE GROUP MEETING AGENDA

Group Meeting 4
Family Day Care Training
7:00 - 9:00 p.m.
Social Time

Select one trait you like about yourself and tell some other providers.

7:00-7:10	Refreshments	Social Time
7:10	Greetings and Announcements	
7:15	Film Introduction	
7:35 - 8:00	Self Esteem	
8:00 - 8:10	Break	
8:10 - 8:30	Social Development	
8:30 - 8:45	Groups	
8:45 - 8:55	Sharing	
9:00	Adjourn	

Be sure to:

Return your voucher before you leave
CDA information - meet afterwards

HOME VISIT 4

Competency III: To support social and emotional development and provide positive guidance.
Functional areas: Self, Social and Guidance
Focus: Activities to nurture positive self-esteem

A. OBJECTIVES

1. The provider will design activities to nurture positive self esteem in the children she cares for.

2. The provider will consider each childs need for positive self esteem and will record activities to support those needs.

B. INSTRUCTIONAL STRATEGIES

1. The instructor and provider will discuss what creative play experiences enhance positive self esteem.
   A). Infants -
      1). Take opportunities for social play during feeding, bathing, dressing and other periods of infant care
      2). Structure time periods for social interaction with other children while remaining close by to protect or comfort
      3). Provide more than one particularly attractive toy to avoid conflicts
      4). Provide ample space to crawl and explore
      5). Provide a soft, comforting environment for small infants so they can see and hear what is taking place
   B. Toddlers -
      1). Provide safe area for discovery of use of household items like pots and pans, empty cartons and boxes
      2). Provide opportunity to safely climb a select number of stairs (if appropriate)
      3). Encourage cooperation rather than competition and model how to begin interacting with one another in playful and caring ways
      4). Provide for: water play, sand box, cornmeal center
   C. Preschoolers - Provide for:
      1). Role playing, use of puppets,
      2). Block corner and space to create and build in,
      3). "Housekeeping" area with dolls, dishes, furniture and clothing items
      4). Tables and chairs for art activity, games, puzzles, stacking and sorting
      5). Water play, sandbox, cornmeal center
   D. Schoolagers
      1). Provide for: Outdoor space and equipment
      2). A large table for table games, art activities and projects
      3). Access to dress up clothes and props for plays and drama

4). Group games (indoors and outside)

2. The provider and instructor will role play and discuss possibilities of enhancing particular children's self esteem. The provider will list activities and special moments that might be applied to specific childrens' needs. (Example: allow Johnny to set the table, let Suzie turn the pages of the book at story time, etc.)
   A). Address each child by name, talk with each child and encourage everyone to speak to others by using proper names
   B). Offer children choices in activities, materials and foods
   C). Allow children to assist others and the provider as may be safe and appropriate
   D). Acknowledge and celebrate different culture values, races and religions

C. REFERENCES

Holt, B. and Karas, S. (1986). Iowa family day care handbook. In cooperation with the Iowa Department of Human Services. Ames, Iowa: University of Iowa: Iowa Department of Human Services, 59-110.

Little, D. and Cryer, D. (1985). Handling behavior problems. Chapel Hill, University of North Carolina. In Cooperation with Frank Porter Graham Child Development Center.

Lubencho, A. (1981). A manual for day care providers. Bloomington, Indiana: Mile High Schild Care Association, 14-22.

Stone, J. (1985). Discipline. Washington, D.C.: National Association for the Education of Young Children.

D. SUGGESTED HANDOUTS

How Does Your Child Grow and Learn. Go through the booklet with the provider to discuss and point out how easily the materials can be used on a daily basis. Thumbing through the materials from day to day might offer the necessary feedback and guidance for each provider to realize what can be anticipated at each level. Also, there are suggestions for the adult provider to follow in guiding each child's growth patterns. Booklet can be obtained from Department of Elementary and Secondary Education, Jefferson City, MO.

Please Note:
It is important that the home coordinator, utilize whatever opportunities she can to indirectly build on the providers own sense of self esteem. The better the provider feels about herself and what she does as a child care provider, the better interaction will occur with each child.

E. SAMPLE HOME VISIT AGENDA

Home Visit 4 Provider's Guide

CDA Competency III - To support social and emotional development and provide positive guidance.

Focus of the Visit:

Activities to nurture positive self esteem

Objectives of the Visit

1. Let's talk about what creative play experiences enhance positive self esteem.
2. We will talk about each child's need for positive self esteem and list activities that might address specific childrens needs.

* What's on your mind today?

Next month's topic (Group Meeting 5):

To support social and emotional development and provide positive guidance

Suggested Reading From Text for Next Group Meeting:

Chapter 5 and 6 Page 59-129

F. RESOURCES

Alston, F. (1984). Caring for other people's children. Baltimore: University Park Press.

Briggs, D. (1970). Your child's self-esteem. New York: Doubleday & Company.

Cherry C. (1981). Think of something quiet. Belmont, California: Davis S. Lake Publishers.

Crary, E. (1979). Kids can cooperate. Seattle, Washington: Parenting Press, Inc.

Dittman, L. (1973). The infants we care for. Washington, D.C.: National Association for the Education of Young Children.

Garcia, R. (1985). Home centered care: Designing a family day care program. California: Children's Council of San Francisco.

Klass, C. (March 1987). Childrearing interactions within developmental home or center-based early education. Young Children, 9-13.

Miller, C. (November 1984). Building self-control. Young Children. 15-19.

Mitchell, G. (1982). A very practical guide to discipline with young children. Marshfield, MA: Telshare Publishing Co.

GROUP MEETING 5

Competency III: To support social and emotional development and provide positive guidance
Functional areas: Self, Social and Guidance
Focus: Positive guidance and discipline

A. OBJECTIVES:

1. The group will socialize and continue the networking process.

2. Providers will learn how to help children establish relationships and how to foster self-control in children.

3. Providers will learn about guidelines for determining and verbalizing (setting) limits appropriate to specific ages of children.

4. Providers will be made aware of how to deal with aggressive behavior

B. INSTRUCTIONAL STRATEGIES

1. Each provider will be given a message or question. She must convey this message to another person in the room without speaking or writing. She may only use gestures and body language

2. Instructor will relate how children develop social skills and discuss with providers how to plan activities that nurture self-control in children.

3. In small groups providers will brainstorm and list rules that are developmentally appropriate for children in their care.

4. Common behavior problems will be discussed and alternative resolutions will be generated.

GROUP MEETING 5

Competency III: To support social and emotional development and provide positive guidance
Functional areas: Self, Social and Guidance
Focus: Positive guidance and discipline

C. CONTENT OUTLINE FOR GROUP MEETING 5

1. The group will socialize and continue the networking process Each provider will be given a message or question. She must convey this message to another person in the room without speaking or writing. She may use gestures and body language.
2. Providers will learn how to help children establish relationships and foster self-control in children
   A). Fostering self control in children
      1). Self control is important in learning to be responsible for yourself in what you do and say
      2). Developing self control means taking more responsibility for one's own behavior
      3). Self control is developed by -
         a. Providing choices for children
         b. Allowing children to help make the rules (when appropriate)
         c. Encouraging problem solving
         d. Providing consistency and routines
         e. Allowing children to experience consequences of their behavior
      4). Pro-social behaviors are respectful interactions with others
         a. Kindness
         b. Caring
         c. Taking turns
         d. Sharing
         e. Helping/giving assistance
3. Providers will learn about guidelines for determining and setting limits appropriate to specific ages of children
   A). Setting limits and rules
      1). Limits are adult imposed for the safety and well being of children
      2). The most effective rules are based on reason, not authority and should be stated positively
   B). Characteristics of effective limits and rules should be
      1). Enforced consistently
      2). Appropriate to the age of the child
      3). Appropriate to the circumstances
      4). Clear and simply stated
      5). Stated at the time
   C). Appropriate rules and limits
      1). Infants
         a. Say "no" for guidance and safety
         b. Have realistic expectations for attention span, interest, social ability, physical needs

c. Respond to infant needs for comfort and protection
d. Redirect children gently and explain limits
e. Physically remove object and/or child as necessary
f. Child proof the environment

2). Toddlers
a. Explain reason for limits in simple words
b. Use positive language
c. Use redirective, distraction, acceptance and active listening
d. Allow toddlers to solve some of their own problems (appropriate to child's abilities)
e. Physically remove the object and/or child as necessary

3). Preschoolers
a. Teach how people get along and acceptable behavior
b. Clearly explain rules and reason for rules
c. Respond to positive behavior by reinforcing and praising acceptable behavior
d. Involve children in setting limits

4). Schoolage
a. When appropriate, may begin to set own limits
b. Allow for discussion and sharing of opinions about rules
c. Be consistent, fair but firm

4. Providers will be made aware of how to deal with aggressive behavior

A). Behavior problems in young children

1). Determine why the behavior is occurring

2). Reasons why children misbehave
a. The environment is inappropriate (too little space, too much space not enough toys or choices of activities etc.)
b. Lack of positive self-esteem
c. Need for attention
d. Need for power
e. Inappropriate activity - results in disappointment and frustration
f. Adult oversights and unrealistic expectations
g. Poor role model
h. Lack of supervision
i. Developmental or emotional problems
j. Overstimulation
k. Hungry, tired, sick children

B). The two kinds of aggressive behaviors are instrumental and hostile

1). Instrumental aggression is non-hostile and results when a young toddler crawls over another child or toys to attain his goal

2). Hostile aggression is hurtful to others

3). Aggression means different things to different people - Our feelings about aggression have to do with our feelings about our own power or weakness

4). Dealing with aggressive behavior
   a. Stop the behavior by physically separating children and attend to physical hurts.
   b. Provide a calming period away from problem area
      (1). Reassure child he may return to area when he is calm and ready
      (2). Restrain a child in your arms gently if the cannot control himself until he is calm
      (3). Teach children to express their feelings and express anger in appropriate ways
         a. Provide for lots of physical activity
         b. Provide playdough for pounding
         c. Provide dramatic play environments for children to role play and express feelings
         d. Varieties of art media

D. REFERENCES

Holt, B. and Karas, S. (1986). Iowa family day care handbook. In cooperation with the Iowa Department of Human Services. Ames, Iowa: Iowa State University, 62-109.

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Stone, J. (1985). Discipline. Washington, D.C.: National Association for the Education of Young Children.

E. SUGGESTED AUDIO VISUAL MATERIALS

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KRMA-TV, Denver (Producer, and Muse, R. (Speaker). (1984). Natural Ingredients [videotape]. Bloomington, Indiana: Agency for Instructional Television.

Vartuli, S. (1988). Transition times for family day care. [videotape]. Kansas City, UMKC School of Education/Video Network.

Vartuli, S. and Pirch, R. (Speakers). (1988). Living and learning with children. Kansas City, MO. University-Missouri Kansas City KCUR. [Audio Cassettes]
- Preventing problems from happening
- When problems occur (infant/toddler)
- Identifying and reflecting feelings

- When problems occur (pre-school/school age)

Selections recorded from weekly radio programs designed for family day care providers, and anyone else who lives with young children, including parents and grandparents.

F. SUGGESTED HUMAN RESOURCES

1. Human Resource
   Child Psychologist
   Early Childhood Specialist

G. RESOURCES

Alston, F. (1984). Caring for other people's children. Baltimore: University Park Press.

Briggs, D. (1970). Your child's self-esteem. New York: Doubleday & Company.

Cherry, C. (1981). Think of something quiet. Belmont, California: David S. Lake Publishers.

Crary, E. (1979). Kids can cooperate. Seattle, Washington: Parenting Press, Inc.

Dittman, L. (1973). The infants we care for. Washington, D.C.: National Association for the Education of Young Children.

Garcia, R. (1985). Home centered care: Designing a family day care program. California: Children's Council of San Francisco.

Klass, C. (March 1987). Childrearing interactions within developmental home - or center-base early education. Young Children, March, 9-13.

Miller, C. (November 1984). Building self-control. Young Children, 15-19.

Mitchell, G. (1982). A very practical guide to discipline with young children. Marshfield, MA: Telshare Publishing Co.

H. SUGGESTED ACTIVITIES FOR CDA PORTFOLIO OR ASSIGNMENT

Competency III: To support social and emotional development and provide positive guidance

Positive guidance and discipline

1. Children need opportunities to make decisions and choices. List the choices and decisions you offer children every day. List what other choices you would like to incorporate.

2. Trust is a basis for children's feelings of self-confidence and

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individual strength. List procedures you follow to help children feel secure in new situations. (Example: new children in your center, change for time scheduled activities and routines, a substitute caregiver, field trips).

3. List every rule you have children follow. Write down why each role is important and eliminate any unnecessary rules.

or

4. Develop your own activity reflecting your knowledge of Competency III.

I. SAMPLE GROUP MEETING AGENDA

Group Meeting 5
Family Day Care Training
7:00 - 9:30 p.m.

Social Time

Think how you might convey a simple message to another person without speaking or writing. How might you use gestures and body language?

7:00-7:15	Refreshments and Announcements	Social Time
7:15-7:25	Filmstrip - What's the Solution?	
7:25-7:40	Fostering Self-control in Children	
7:40-7:50	Filmstrip - Discipline	
7:50-8:05	Setting Limits Appropriate to ages of children	
8:05-8:15	Small Groups - Listing rules that are appropriate	
8:15-8:25	Sharing of ideas	
8:25-8:50	Dealing with Problem Behaviors Including Aggression	
8:50-9:00	Questions and Comments	

BE SURE TO:

Return your voucher before you leave

Check your name tag for next home visit

HOME VISIT 5

Competency III: To support social and emotional development and provide positive guidance
Functional areas: Self, Social and Guidance
Focus: Role play prosocial skills

A. OBJECTIVES

1. The provider will discuss what prosocial skills are appropriate and realistic for children
2. The provider will learn some techniques to facilitate prosocial skills

B. INSTRUCTIONAL STRATEGIES

1. The provider and instructor will list social behaviors and prosocial skills that are consistent with child's developmental level.
   A). Infants
      1). Beginning social communication through babbling, cooing
      2). Action songs
      3). Games - Pat-a-cake, "Peek-a-Boo"
      4). Requires comfort and assurance to have needs met
      5). Smiles, positive comments
      6). Mirror play
   B). Toddlers
      1). Like to look and observe others
      2). Check on caregiver as consultant
      3). Imitates behavior of others
      4). Is self centered, wants immediate needs met - cannot wait
      5). Has short attention span and cannot sit still long periods of time
      6). Seeks out cargiver and begins conversations
      7). Sharing is very difficult for child
   C). Preschoolers
      1). Chooses to be with people
      2). Makes friends, on at a time
      3). Likes solitary play, then parallel play and eventually cooperative play
      4). Begins to share
      5). Likes to tell simple stories
      6). Begins to wait for turn
   D). School agers
      1). Likes team play
      2). Likes to help make the rules
      3). Can wait for turn
      4). Shows interest in adults other than parents
      5). Likes friends their own age
      6). Are aware of time for play vs. time for work
2. The provider and instructor will discuss and problem solve particular behaviors of children in care that may

be of concern to the provider
3. The provider and instructor will role play different ways to teach prosocial skills to the children
   A). Puppets
   B). Stories
   C). Role play
   D). Problem solving

C. REFERENCES

Holt, B. and Karas, S. (1986). Iowa family day care handbook. In cooperation with the Iowa Department of Human Services. Ames, Iowa: University of Iowa: Iowa Department of Human Services, 59-110.

Little, D. and Cryer, D. (1985). Handling behavior problems. Chapel Hill, University of North Carolina in Cooperation with Frank Porter Graham Child Development Center.

Lubencho, A. (1981). A manual for day care providers. Bloomington, Indiana: Mile High Child Care Association, 14-22.

Stone, J. (1985). Discipline. Washington, D.C.: National Association for the Education of Young Children.

D. SAMPLE HOME VISIT AGENDA

Home Visit #5 Provider's Guide

CDA Competency III - To support social and emotional development and provide positive guidance

Focus of the Visit:
Developing prosocial skills.

Objectives of the Visit:

1. We will discuss what prosocial skills are appropriate and realistic for children within your home including:
   appropriate activities and child's choice of activities
   mimizing "wait" time
   reflecting feelings
   modeling appropriate behaviors

2. We will discuss and practice techniques to facilitate prosocial skills
   We will use a sock puppet to illustrate the encouragement of social skill development at all ages.

* What's on your mind today?

Next Month's Topic (Group Meeting 5):
Developing Intellectual Competence

Suggested Reading From Text for Next Group Meeting:

Chapters 3 and 5

GROUP MEETING 6

Competency II: To advance physical and intellectual competence in young children
Functional areas: Cognitive, Language and Creative
Focus: Developing intellectual competence in young children

A. OBJECTIVES

1. The group will socialize and continue the networking process.

2. Providers will be made aware of their role in developing expressive and receptive language skills in children.

3. Providers will be made aware of how children at different ages think, learn and use play as a means of learning.

4. Providers will be made aware of creative play experiences appropriate in the family day care home.

B. INSTRUCTIONAL STRATEGIES

1. Each provider will recall her favorite play experience as a child and will share it with the group.

2. Instructor will give an overview of language acquisition and development of children birth through 5 years of age.

3. Group will view a movie showing young children actively involved in creative play experiences.

4. Providers will go to areas set up as play centers and will participate in activities. Providers will rotate to each of four play centers for 10 minutes each. Providers will share ideas and list additional things they would add to each area.

GROUP MEETING 6

Competency II: To advance physical and intellectual competence in young children
Functional areas: Cognitive, Language and Creative
Focus: Developing intellectual competence in your children

C. CONTENT OUTLINE FOR GROUP MEETING 6

1. The group will socialize and continue the networking process. Each provider will recall her favorite play experience as a child and will share it with the group.

2. Providers will be made aware of their role in developing receptive and expressive language skills in children.

   A). Communication
      1). Receptive language is the verbal language we hear
      2). Expressive language is verbal communication - (what we say)
      3). Body language - non verbal communication through use of gestures, postures and facial expression.
      4). Written language

   B). How language develops
      1). Through listening and speaking or vocalizing.
      2). Through opportunities to share thoughts and ideas.
      3). Through a print-rich environment, including, books, magazines, signs, lists, etc.

   C). How to encourage language development
      1). Story book reading
      2). Labeling objects
      3). Encourage children to ask questions
      4). Allow children to respond to questions
      5). Dramatic play activities
      6). Singing and musical games
      7). Imitating others
      8). Encourage children to tell stories
      9). Allow time for children to talk with you and peers
      10). Listen to children's thoughts and ideas

3. Each provider will be made aware of how children at different ages think, learn, and use play as a means of learning.

   A). Play as a means of learning
      1). Play is a child's way of discovering:
         a. Who he is
         b. What he can do
         c. How he fits into his environment

      2). Benefits of play
         a. Strengthen muscles, develops coordination

b. Develops new skills
c. Sharpens senses
d. Uses imagination - creativity
e. Providers for problem solving opportunities
f. Develop social skills - one on one and in a group
g. Enhances and extends language development
h. Develops thinking - cognitive skills

B). How children learn

1). Children learn when experiences and activities are meaningful and relate to their lives.

2). Children learn by doing things themselves. They need hands-on experiences (not pictures, work books or dittos).

3). Children need actual objects to explore and experiment with.

4). Children need lots of real life experiences (animals, other children, trips, etc.) to discover things for themselves.

5). Children learn better when they feel loved and cared for. How a child feels about himself affects his learning.

6). Children may need to repeat activities to completely understand a concept or acquire a skill.

7). Children learn by making choices and mistakes.

8). Children learn by imitating others.

C). How to enrich children's play and learning experiences

1). Provide help to get a child started playing
a. Gather appropriate materials
b. Play with the child a few minutes (only <u>if</u> the child needs help)

2). Understand the child's feelings (excited, bored, tired) and suggest appropriate activities.

3). Let each child choose an activity best suited to their interest.

4). Give feedback to the child about specific positive behavior and efforts.

5). Set limits clearly and pleasantly regarding

what a child may and may not do.

6). Be available as a resource to the child.

7). Give the child plenty of time to prepare to stop an activity for clean up.

4. Providers will be made aware of creative play experiences appropriate in the family day care home.

A). Water play area:

1). Suggested materials:
Large container of water
Funnels
Plastic containers (detergent plastic bottles, cups, coolwhip, etc.)
Pitchers
Plastic cups and glasses
Bubble blowing materials.

2). Values of Water Play

- Water is a part of the environment
- Some materials float/sink
- Different amounts of water fill different size cups
- Water comes in many forms: ice, snow, frost, mist, steam
- Sponges soak up water
- Air can move water
- Water is pleasurable and soothing and can be relaxing to children in a healthful way

B). Dramatic play area:

1). Suggested materials:
Props - telephone, mop, cooking utensils
Puppets, dolls
Clothes - dresses, skirts, jackets, hats
Belts, purses, scarfs
Participants will learn how to make "prop boxes" - boxes to store clothing and tools of a particular occupation

2). Values of Dramatic Play

- Feelings and emotions can be expressed through make believe play

- Role playing of important people like a doctor, a teacher, a mailman, a mother, or a grandparent

- Creative problem solving of how to set up the pretend play area with props, etc.

- Decision making on who will be the mother, the baby and the doctor, etc.

- Manipulation skills are strengthened through imitating housekeeping tasks (sweeping, stirring, moving props) and through self-help skills (dressing, washing, and feeding a doll or another child

C). Creative art area:

1). Suggested materials
Construction paper
Scissors, glue, tape
Collage materials
Old magazines
Play dough (cookie cutters, etc.)
Crayons
Paints

2). Values of creative art activities

- Eye/hand coordination through manipulation of materials used to cut, paste, draw and paint.

- Children can express feelings and emotions by pounding clay and through colors and designs on paper.

- With an available assortment of art supplies, children can make choices of what they want to create.

- Art activities encourage children's imagination children should not be required to follow or copy a finished model.

- A creative art experience can give a child a sense of satisfaction and achievement and enhance his self-esteem.

- The child will try to do more new things in the future.

- Art activities can create joy and spontaneity in children.

- Creative art activities can enhance language opportunities for children if they choose to tell about their creation.

D). Music area:

1). Suggested materials
Record player
Singing and activity record
Rhythm band instruments

2). Values of Music
- Rhythm and body movement.

- Children learn to follow simple directions through activity records.

- Verbalization and memorization of simple songs and rhymes.

- Experimentation with sounds from different instruments.

- Large motor skills are used in marching, galloping and running to music.

- Simple folk dances can generate cooperation among children.

E). Science area:

1). Suggested materials: Anything in nature. For specific activities:

a) Making birdfeeders
pinecones and peanut butter
empty gallon milk jug
twine
scissors

b) How plants grow
clear drinking glasses
lima beans
ziploc baggies
plant cuttings
food coloring
celery stalks with leaves
water

c) Making butter
baby food jars
whipping cream
(salt optional)

2). Values of science activities

- Eye/hand coordination is enhanced through manipulation of materials used to cut and pour.

- Children can learn to experiment with avilable materials and satisfy curiosity manipulating objects.

- Children learn to ask questions about how, what, when, where and why?

- By observing, children learn to observe and discover.

- Children will begin to use their senses and begin to be more aware of their environments.

- Children learn new vocabulary words and expand their language skills by describing what is happening and what they see and experience.

D. REFERENCES

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Family Day Care Exchange. Motor development and activities:Inexpensive toys and equipment infants and toddlers. North Central Regional.

Holt, B., Kamii, C. and Seefeldt, C. (November 1984). Ideas that work with young children. Young Children, 20.

Holt, B. and Karas, S. (1986). Iowa family day care handbook. In cooperation with the Iowa Department of Human Services. Ames, Iowa: Iowa State University, 62-109.

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Lewis, I. and Bourland B. (1985). Planning an activity program. Chapel Hill, North Carolina: Frank Porter Graham Child Development Center.

Lubchenco, A. (1981). A manual for day care providers. Bloomington, Indiana: Mile High Child Care Association, 31-39 and 62-66.

Sparling, J. & Richey, T. (1985). Growth and development. Chapel Hill, North Carolina: Frank Porter Graham Child Development Center.

E. SUGGESTED AUDIO VISUAL MATERIALS

KRMA-TV, Denver (Producer), and Muse, R. (Speaker). (1981). A receipe for happy children [videotape]. Bloomington, Indiana: Agency for Instructional Television.

NAEYC (Producer), and Biber, B. (Speaker). Play and learning. [videotape]. Washington, D.C.: National Association for the Education of Young Children.

NAEYC (Producer), and Gerber, M. (Speaker). Seeing infants with new eyes. [videotape]. Washington, D.C.: National Association for the Education of Young Children.

F. SUGGESTED HUMAN AND MATERIAL RESOURCES

1. Human Resources
   Experienced providers
   Early childhood professionals

G. RESOURCES

Faber, A. and Mazlish, E. (1980). How to talk so kids will listen and listen so kids will talk. New York: Avon Books.

Lally R. and Gordon, I. (1977). Learning games for infants and toddlers. New York: Reader's Press.

Wolfgang, G. (1981). Growing and learning through play. New York: Instruco-McGraw-Hill.

H. SUGGESTED ACTIVITIES FOR CDA PORTFOLIO OR ASSIGNMENT

Competency II: To advance physical and intellectual competence. Developing intellectual competence.

1. Describe an interesting spontaneous or planned learning experience that took place in your family day care home. Detail what children learned and how you know learning took place.

2. Explain how children learn through their experiences at play. List examples of learning that have occurred as the children and dates of your observations along with specific examples.

3. Select a favorite story for children in your care and list ways you could expand the telling of the story through use of a prop, a flannelboard, a puppet or other illustrations. How might you actively involve the children in the storytelling?

I. SAMPLE GROUP MEETING AGENDA

Group Meeting 6
Family Day Care Training
9:00 - 11:00 a.m.

Social Time

Recall your favorite play experience as a child and share it with others in the group

8:45-9:05	Refreshments		Social Time
9:05-9:10	Greetings and Announcements		
9:10-9:30	Language Acquisition and Development of Children		
9:30-9:45	Play As a Means of Learning		
9:45-9:55	Group Discussion		
10:00-11:00	Play Centers	Water Play Dramatic Play Creative Arts Science	
11:00	Adjourn		

Be sure to:

Return your voucher before you leave

HOME VISIT 6

Competency II: To advance physical and intellectual competence.
Functional area: Cognitive and Creative
Focus: Designing and implementing play activities.

A. OBJECTIVES

1. Provider will implement activities and provide opportunities that encourage curiosity, exploration and problem solving appropriate to the developmental levels and learning styles of children.

2. The provider will implement activities using available supplies to encourage creative learning opportunities for children.

B. INSTRUCTIONAL STRATEGIES

1. The instructor and provider will list available supplies and materials for creative play activities in each activity area for each child in care.

2. Homemade toys and activity samples appropriate for each age group will be brought to the home by the instructor for the provider to view.

Example:

Infants - "Baggie Book"

Staple four zip lock bags together along the bottoms. Cover the stapled edge with colored tape. Cut out colorful magazine pictures, or use photos of the family and insert them in the pages. Turn the pages of the book for the infant to look at and enjoy.

Toddlers - "Shake, Stack, Rattle and Roll"

Fill a variety of coffee cans, baking powder cans, salt boxes, oatmeal boxes, etc. with 1/3 to 1/2 cup of dry beans, rice, macaroni, jungle bells, milk bottle lids, etc. Close the lid firmly with tape. Cover containers with contact paper and let the toddler enjoy shaking, stacking, rattlin and rolling.

Preschoolers - "Touch and Tell"

Place a variety of common objects in a paper sack (a brette, a crayon, a sock, a toy, etc.) Shake the conents up and have a child reach in and identify the items by touching. Have him tell what the item is and encourage him to tell you what the item is used for. Let the child empty the sack and continue the play with new and different items. (Some older preschoolers may want to hold the sack and have the adult touch and tell taking turns

3. Using a commonly found material or object provider will brainstorm how to use the material or object with each child.

   Examples:
   Kitchen tongs - picking up items
   Button - sorting, stringing, sewing, counting
   Wooden/plastic bowls and spoons - sand play, banging wooden instruments
   Straws - stringing, sewing, blow-painting
   Plastic meat trays - sewing cards (crafts)
   Paper bags - hats, puppets
   Empty cereal and other boxes - playing house, store, drums
   Fabric pieces - touching, matching, doll play
   Plastic containers & Jar lids - sorting game
   Spools - stringing, wheels for cars, trucks
   Magazines & catalogs - crafts, scrapbooks, matching
   Paper plates - crafts, hat, sewing
   Milk cartons - blocks, rattles
   Flour sifter, Funnels and Muffin tins - for playing house and sand play
   Plastic containers - for nesting toys
   Plastic salt & pepper shakers - for rattles, sound boxes, powdered paint, shakers
   Sponges - sponge painting & water play
   Old purses - dress up and doll beds

4. The provider will be given a resource list of places that offer free or low cost materials useful for creative play experiences. (Carpet supply, print shop, paper supplies, ice cream store cartons, lumber yards, etc.)

   Examples:
   Furniture and Appliance Stores - large appliance boxes
   Bakers - large plastic tubs with lids
   Bottling Companies - soft drink crates
   Carpet Companies - carpet scraps, carpet roll tubes
   Garages - old inner tubes, tires
   Garmet Factories - cloth scraps, buttons, rick-rack, yarn
   Grocery Stores - cardboard fruit separators, cardboard boses, wooden crates
   Ice Cream Stores - empty three-gallon ice cream containers
   Leather Goods Manufacturers - leather scraps
   Liquor Stores - liquor boxes
   Lumber Yards - lumber scraps
   Phone Company - colored wire, old telephones, cable spools
   Printing Shops - assorted sizes, colors, and types of paper
   State Public Service Company - wooden cable spools, wire
   Wallpaper Stores - samples and wallpaper books
   Newspaper - and rolls of newsprint

Medical Suppliers, Clinics, Pharmacies - tongue depressors, packing styrofoam pieces
Salvage yards - steering wheels, large tires for sandboxes
Photo Studios - round metal cans and small plastic containers
Paint Store - paint color chips
Businesses or Schools that use Computers - used punch cards and computer printouts to use as drawing paper

C. REFERENCES

Garcia, R. (1985). Home centered care: Designing a family day care program. San Francisco, California: The Children's Council of San Francisco, 71.

Lubchenco, A. (1981). A manual for day care providers. Bloomington, Indiana: Mile High Child Care Association, 65, 66.

D. SUGGESTED HANDOUTS

Supplies and Materials for Creative Play Activities

MATERIALS	POSSIBLE USES
Appliance and Grocery store cardboard boxes	Playhouse, tunnels, telephone booth, painting large mural
Dollhouse, easel for painting	Shoe boxes
	Pull toys, storage, trains, prop box
Calendars	Counting games, art activities
Cans	Stacking and nesting toys
	Rattles, play phones
Coffee	Drums, stilts
Cardboard tubes from toilet paper and	Musical instruments, binoculars, paper towel rolls stick horses, rattles
Clothes	Dress up
Cloth scraps	Collages, sewing on
Catalogs	Art activities, pictures for a variety of homemade games
Egg cartons	Sorting activities, small gardens, treasure boxes, art activities

Food containers (plastic)	Storage, mixing paint
Hangers	Mobiles, art activities
Inner tubes	Musical instruments
Jars with lids	A variety of learning games
Jewelry	Dramatic play
Magazines	Art activities
Margarine tubs and lids	Water toys, musical instruments
Milk cartons	Blocks, sailboats, dollhouse furniture, paint containers, miniature buildings and castles, candle molds, bug catchers
Newspaper	Paper mache, floor protection during messy activities, cleanup
Nuts, bolts, nails	Pounding, screwing, sink-float activities, sorting games
Oatmeal and cornmeal boxes	Pull toys, train engine, doll cradle, mailbox, drums
Paper bags	For painting on, puppets, masks, collecting, chaps for cowboys
Paper scraps (tissue, construction,	Art activities wallpaper, wrapping)
Plastic bottles	Water and sand play, piggy banks, pull toys, small gardens, Halloween faces (color with markers)
Plastic-six pack dividers	Sunglasses, blowing bubbles, color wheels
Plastic tumblers	Water play, paint mixing
Shirt board or other cardboard	Mobiles, stringing, legs on doll bed, knobs on play stove, cymbals, clatter pull toy
Socks	Puppets
Styrofoam food trays	Many number and letter games
Sheets	Cleanup, art activities
Shirts	Art and water play, aprons
Shoe boxes	Collect, sorting, "shoe box trains
Sandwich Ziploc Bags	Storing, sorting, making picture books
Tires	Sandbox, swings, other playground equipment

Items from list were taken from:

Garcia, R. (1985). Home centered care: Designing a family day care program. San Francisco: The Children's Council of San Francisco.

E. SAMPLE HOME VISIT AGENDA

Home Visit 6 Provider's Guide

CDA Competency II - To advance physical and intellectual competence.

Focus of the Visit:
Designing and implementing play activities

Objectives of the Visit
1. We will discuss activities that provide opportunities to encourage curiosity, exploration and problem solving appropriate to the developmental levels and learning styles of children in the home. A list of available supplies and materials for creative play activities area will be given to the provider

* What's on your mind today?

Next Month's Topic (Group Meeting 7)
How to Advance Physical and Creative Competence Suggested Reading From Text
for Next Group Meeting

Chapter 5 - pages 59-115
Chapter 7 - pages 131-147

GROUP MEETING 7

Competency II: To advance physical and intellectual competence.
Functional area: Physical and creative
Focus: How to advance physical and creative development.

A. OBJECTIVES

1. The group will socialize and continue the networking process.

2. The providers will be made aware of the value of creative problem solving and how to foster creativity in children.

3. The providers will be made aware of the importance of physical development and activity in children both indoors and outdoors.

4. The providers will learn what physical activities work successfully in family day care homes.

B. INSTRUCTIONAL STRATEGIES

1. Each provider will be given a cotton ball and think of five uses for the cotton ball.

2. A group activity and discussion on teacher directed vs. child initiated learning.

3. A film strip will be used to describe the value of physical activity for children.

4. The providers will break into small discussion groups led by experienced providers and will discuss physical and creative activities for children of different ages.

or

4. Set up three learning centers and have each provider participate in activities in each area for 15 minutes.

GROUP MEETING 7

Competency II: To advance physical and intellectual competence.
Functional area: Physical and creative
Focus: How to advance physical and creative development

C. CONTENT OUTLINE OF GROUP MEETING 7

1. The group will socialize and continue the networking process.

   Each provider will be given a cotton ball and will tell five uses for the cotton ball.

2. The providers will be made aware of the value of creative problem solving and how to foster creativity in children.

   A). The group activity will involve each of the providers who will be given a mound of playdough or an art activity. A demonstration will take place in two ways to guide learning. Through the demonstration and instruction, the following information will be given regarding the difference between adult directed and child directed activities:

      1). Adult directed activities - Adult sets up and directs the activity with or without the child(ren) Instructor tells participants exactly what to do (with model).

      Effects of adult directed activities on young children

      a. The needs of children are not met
      b. The children are not actively involved in learning
      c. The activities are not relevant to children
      d. The children have no choices or opportunity to initiate spontaneous responses or behaviors/activity
      e. Children learn to follow directions
      f. Children learn facts and labels
      g. Children learn all knowledge comes from an adult

      Therefore, the following methods, materials and activities are <u>not appropriate</u> for young children

      a. The adult does most of the activity such as cutting shapes, handling experimental materials, etc.

      b. Workbooks, ditto sheets, coloring books, ABC, numbers and recitation

      c. Expectations for children to sit, watch, be quiet, listen - usually in a group

for an inappropriate amount of time.

d. The adult dominates environment by talking to the group and telling children what to do. Children are expected to memorize through drill and respond with correct answer

2). Child directed activities - The adult prepares the environment for active exploration and interaction with adults, other children and materials and encourages the child to make decisions. Instructor allows participants to use materials in meaningful ways.

a. A variety of learning areas, materials and activities are available including blocks, math, science, games, puzzles, dramatic play, books, art, music, etc.

b. Children choose and may initiate activities and are physically and mentally active

c. Children work individually or in small informal groups

d. Children are provided with materials relevant to their own life experiences

e. The adult moves among children to help involve children with materials and activities asking questions, offering suggestions or adding more materials or ideas

f. The adult recognizes that children learn from self-directed problem solving and experimentation and respects that there is often more than one answer to a question

Effects of child directed activities on young children

a. The needs of the children are met

b. The children are involved in the learning

c. The learning is meaningful because the activities are relevant to children

d. The child manipulates and uses materials in a way that is meaningful to him

e. The child makes choices

3). The providers will be made aware of the importance of physical development and both indoors and outdoors activity for children

A). Why is physical development important?

1.) How the infant and young children grows physically has implications for his life growth pattern

2.) Physical development and enjoyment of life impacts on behavior patterns involved in sleeping and eating

3.) Infants and young children must gain control over their bodies. The learning of body control continues through the teen years

4.) Physical development contributes to a child's self assurance

5.) Physical and mental development are closely related. A child will express much of his intellectual understanding through motor skills

6.) Negative and hostile feelings can be expressed through physical activities and exercise

7.) Small muscle coordination is required for children to draw, write, etc.

B). Milestones in physical development

1.) Infants to 1 Year

Physical/Gross Motor

- Holds head up
- Arm & leg movement reflex
- Scoots on stomach
- Sits with support
- Sits alone
- Crawls
- Pulls up on furniture
- "Cruises", walks around
- Can stand if weight supported
- May have teeth
- May begin walking
- Sucking for eating
- Rotating reflex
- Startle response to loud noise
- Begins to roll
- Can stand if weight supported

Fine Motor

- Makes a fist - reaches
- Follows (tracks) moving object with eyes

- Groups and holds objects
- Begins to use thumb
- Releases objects voluntarily
- Develops pincer grasp
- May hold spoon to feed self

2). Toddlers To Three

Physical-Gross Motor

- Can balance and carry objects
- Climbs
- Runs
- Begins to throw
- Climbs stairs
- May develop muscle control for toilet training by 3

Fine Motor

- Feeds self (but spills)
- Hand control to mold clay
- Fit pieces of toys together
- Build tower of several blocks

3). Preschoolers - 3 yr. old

Physical-Gross Motor

- Has full set of teeth
- May stay dry at night
- Rides a trike
- Walks tiptoe
- Hops
- Walks erect
- Pours from pitcher

Fine Motor

- Strings with beads
- Unbottons large buttons
- Builds tower of blocks
- Copies circle and cross
- Does "messy" art work

4). 4 yr. old

Physical-Gross Motor

- Aggressive/Active in play (Hits, kicks, throws, bites)
- Hops on one foot
- Gallops
- Toilets without help

Fine Motor

- Laces shoes
- Paints with more precision
- Cuts on line with scissors
- Puts together simple puzzle

5). School Age - 5 to 11

Physical-Gross Motor

5-7

- Catches balls
- Jumps rope
- Begins to ride bike

8-11

- Uses handwriting
- Hopscotch
- Likes tag, running games
- Better control of own speed
- Hits a moving target
- Posture may be sloppy

Fine Motor

5-7

- Can print, often reverses letters
- Cuts and pastes
- Manipulates tools

8-11

- Likes games using small muscles (jacks, marbles)
- Swings hammer well
- Uses tools with precision

4. The providers will learn what physical activities work successfully in family day care homes.

A). Provider participate in three to four activity areas to learn first hand what kind of activities would be appropriate for children.

1). Physical Movement and Music area

a. Suggested materials

Tape recorder or record player
Homemade instruments
Coffee can drum, rhythm sticks, bells, etc.

b. Values of Physical Movement and Music
Children can learn good listening skills
Large muscles are used in moving to music
Joy and fellowship are experienced in socializing with others in a music activity

2). Cooking area

a. Suggested materials to make Moonbeams

Recipe: Moonbeams
Mix 1/4 c peanut butter
2 Tbsp. wheat germ
2 Tbsp. powder milk
2 Tbsp. honey
Waxed paper, spoons, small containers (margarine tubs)
Shape into balls, roll into coconut. Each provider makes her own snack.

or

Grapes (three different colors) raisins, and grape juice (three different colors).
Discussion of differences and matching of similarities.

b. Values of Cooking Experiences

Children learn cooperation by working together in sharing supplies and utensils
Children may learn to measure and pour
Motor skills are developed through manipulating utensils.
Similarities and differences are discussed

3). Math area

a. Suggested materials:

Various laundry articles: socks, T-shirts,

towels to sort in many different ways and compare shells of various sizes, shapes, colors Buttons of various sizes and colors to sort and compare

b. Values of Mathematical Problem Solving

Children can learn to sort & categorize by color, shape and similar articles

Children learn to count by manipulating materials as they are sorted

4). Language area

a. Suggested materials
Flannel board and felt figures
Action Story or Noisy Story
Finger Plays with props

b. Values of Language activities

Children can develop receptive and expressive language skills

Children can learn new vocabulary

Children construct relationships between real and imaginary experiences

B). Suggested physical and creative activities for children of different ages

1). Infants to 1 Year

- Provide colorful mobiles and pictures to watch
- Provide clean soft spaces on the floor for movement and touching. Help him stretch, turn over, creep, crawl
- Give small lids to drop into a large container
- Provide toys of different textures (fuzzy, hard, soft)
- Provide fabric pieces and other materials of different textures (shag carpet, lingerie, flannel, velvet)
- Attach toys to a string and pull across floor, table or bed
- Play peek-a-boo

- Hide a toy partially under a blanket and let the child find it

- Let baby grab for rattle, blocks, etc. and hold it, bang it, shake it

- Provide swings, rocking chairs

- Give boxes to crawl in and out of

- Provide sturdy chairs, couches, coffee table, to practice pulling up on and stepping

- Provide child with spoons to learn to feed himself

- Provide sturdy cardboard box or laundry basket. Let child push through house to improve walking

- Provide for lots of activity since children have very short attention spans

2). Toddlers to Three

- Set gate up 2 or 3 steps on stairway and allow child to practice going up and down steps

- Provide chances for free active play both inside and outdoors

- Provide small balls and bean bags and containers for carrying, and dropping

- Provide push and pull toys

- Provide blocks, containers or cubes for stacking

- Help child place blocks and cubes into a container

- Provide opportunity to open and close doors

- Provide containers with loose fitting lids. Help child to open and close them

- Look at easy picture books. Let child point to pictures as you name them

- Provide containers - shoe boxes, purses, baskets, boxes for carrying things

- Provide pillows for tumbling and snuggling

- Provide pots and pans and safe kitchen containers (cool whip, tupperware) for banging, filling and dumping

- Pop apart toys for taking apart

- Provide a container with rice and a scoop and let the child practice pouring rice into other sized containers (sand, water, beans)

- Provide large beads for stringing

- Do fingerplays and nursery rhymes

- Provide crayons, chalk, paint and paper for scribbling and painting
- Give twos play dough and finger paints

- Provide dolls, dress up clothes and toy telephones for pretend play

- Provide for lots of activity since children have short attention spans and cannot sit in any one spot very long (5 min. maximum?)

3). Preschoolers - 3 to 5 yrs.

- Provide lots of time for active and free indoor and outdoor play

- Provide floor space, pillows and padding for tumbling

- Provide activities like pegboards, peg sets, tinkertoys, puzzles

- Play follow the leader and tiptoe, hop, crawl, run and walk

- Provide blocks of all sizes and textures for building, counting and sorting

- Provide paper, crayons. Let child use in own way markers, paints, clay, play dough

- Fly kites on a windy day

- Allow for climbing, jumping, swinging, and sliding

- Provide dress up clothes, prop boxes, play phones, play housekeeping areas and equipment

- Have music activities daily. Sing songs and move to rhythms. Move body to music.

- Give new experiences which stir up questions.

- Give simple and honest answers. Use books with children to find answers.

4). School Agers -

- Have games that do body movements with records

- Skip to music or rhymes

- Provide balls, jumpropes, targets for hitting

- Provide books of interest of age levels

- Provide table are for board games, puzzles, work, play and social time

- Provide paper, pencils, crayons, paste, and scissors

- Provide marbles, jacks, or other small item games

- Provide outdoor space for running, tag and organized games

- Provide indoor space for relaxing, stretching and quiet time

- Erection sets, areas for building and constructing

- Provide sets, areas for building and constructing

- Provide space and props for playing school, store, library, etc.

D. REFERENCES

Holt, B. and Karas, S. (1986). Iowa family day care handbook. In cooperation with the Iowa Department of Human Services. Ames, Iowa: Iowa State University, 59-117.

Lubchenco, A. (1981). A manual for day care providers. Bloominton, Indiana: Mile High Care Assocation, 26-27, 31-39, 62-66.

E. SUGGESTED AUDIO VISUAL MATERIALS

KRMA-TV, Denver (Producer), and Muse, R. (Speaker). (1981). Natural Ingredients [videotape]. Bloomington, Indiana: Agency for Instructional Television.

Vartuli, S. and Pirch, R. (Speakers). (1988) Living and learning with children. Kansas City, Mo: University-Missouri Kansa City KCUR. [Audio cassettes]

- Language Development
- Ages and Stages
- Field trips
- Activities in the home

Selections recorded from weekly radio program designed for family day care providers, and anyone else who lives with young children, including parents and grandparents.

F. SUGGESTED HUMAN RESOURCES

1. Human Resources
   Experienced provider
   Early childhood Professional

G. RESOURCES

Anderson, P. (1963). Storytelling with flannel boards. (Book One). Minneapolis, Minnesota: T. S. Dennison & Co., Inc.

Anderson, P. (1970). Storytelling with flannel boards. (Book Two). Minneapolis, Minnesota: T. S. Dennison & Co., Inc.

Eddowes, E. and Ralph, K. (April 1987). Balancing the Program for infants and toddlers. Dimensions, 11-14.

Glazer, T. (1983). Music for ones and twos. New York: Doubleday & Company, Inc.

Gilbert, L. (1984). I can do it, I can do it! Mt. Rainier, Maryland: Gryphon House, Inc.

H. SUGGESTED ACTIVITIES FOR THE CDA PORTFOLIO OR ASSIGNMENT

Competency II: To advance physical and intellectual competence

How to advance physical and creative development

1. Using open-ended materials in an activity (blocks, playdough, water play, etc.) describe in writing how each child uses materials their own way. Write how within each age group, children use materials differently.

2. Coordinating eye/hand movement is a skill that can be developed in a number of ways for young children. List activities in your program that develop eye-hand coordination. Include specific examples with detailed description of two or three activities you have used to foster physical development through eye-hand coordination.

3. Design 3 and carry out activities to stimulate children's sensory awareness in fostering physical development in young children

or

4. Design your own activity for this competency

I. SAMPLE GROUP MEETING AGENDA

Group Meeting 7
Family Day Care Training
7:00 - 9:00 p.m.

Social Time

Tell five ways to use a cotton ball

7:00-7:05 Social Time - Refreshments will be prepared in groups

7:05-7:10 Greetings and Announcements

7:10-7:40 Adult Directed vs. Child Centered Activities

7:40-8:20 Exploring Learning Activities

8:20-8:30 Physical Development in Children

8:30-8:45 Filmstrip

8:45-9:00 Group Discussions

Be Sure to:

Return your voucher before you leave
Check your name tag for your next home visit

HOME VISIT 7

Competency II: To advance physical and intellectual comptence.
Functional area: Physical and Creative
Focus: Design activities to promote physical development and creative problem solving

A. OBJECTIVES

1. The provider will design appropriate activities to promote large and small muscle development and creative problem solving

2. The provider will learn how and where to obtain or make equipment that can be used for physical development and creative problem solving.

B. INSTRUCTIONAL STRATEGIES

1. The instructor and provider will list large and small muscle activities and creative problem solving activities for both indoors and outdoors.
(Example, area for climbing, sand play, water play, tumbling).

Infants:

- Attach a toy or item to a string and let baby pull it across the floor or table

- Provide floor opportunities to stretch, turn over, creep, crawl and pull up

- Roll a ball for baby to crawl to

Toddler:

- Supply push and pull toys

- Encourage play with a pounding bench

- Provide indoor and outdoor activities for free play with climbing, running, sliding and tumbling

- Provide stacking cups, blocks and pull-apart toys

- Provide stringing beads

- Provide opportunities for filling and emptying containers with sand, water, rice, etc.

- Supply crayons, chalk, paint and paper

- Make fingerpaint and play dough available

Preschoolers:

- Provide body movement games to dramatize stories, verses or happenings
- Encourage body movement with records, stories, and rhythms
- Encourage skipping, hopping, and jumping to music and rhymes
- Provide free play opportunities for spinning, balancing and tumbling on a mat
- Play games which emphasize right from left and games that require responses to directions
- Provide opportunities to prepare simple snacks and foods for lunch
- Provide opportunities for sand and water play
- Provide obstacle courses with overturned chairs, a low coffee table, a stack of pillows, etc.
- Provide a large carpet remnant with thick padding for a basement play area
- Develop "prop boxes" for creative and imaginative play

School-agers:

- Provide space for "club meetings", forts, etc.
- Provide opportunities to prepare food for snack and assist in kitchen duties
- Provide space for tumbling, acrobats and dancing
- Provide opportunities for outdoor play
- Provide game equipment for increased refinement of skills through use of balls, running, climbing

2. The provider will learn how and where to obtain or make equipment that can be used for physical development and creative problem solving.

D. SUGGESTED HANDOUTS

Community Resources

1. Constructive Playthings (U.S. Toy)

2. Children's Palace (Children's Toy Stores)

3. National Association for the Education of
   Young Children (NAEYC)
   1834 Connecticut Avenue
   Washington, D.C. 20009

   Planning Environments for Young Children
   practical ways to organize space for children.
   $2.50.

4. Toys 'N Things Press
   906 North Dale Street
   St. Paul, MN 55103

   Teachables From Trashables
   a step-by-step guide to make toys for infants
   through school-agers
   $7.00

5. Childcraft Education Corporation
   20 Kilmer Road
   Edison, NJ 08818

   Early Childhood and school catalog - free

6. Consumer Information Center
   Department Z
   Pueblo, CO. 81009

   "Consumer Informative Catalogue" with names of
   booklets from the Federal Government. Some
   booklets have ideas, games, etc. Free.

7. Superintendent of Documents
   U. S. Government Printing Office
   Washington, D.C. 20402
   "Beautiful Junk" lists free and cheap materials
   to use for children's activities (Publication
   No. (OHDS) 78-31036) $2.50)

E. SAMPLE HOME VISIT AGENDA

Home Visit #7 Provider's Guide

CDA Competency II - To advance physical and intellectual competence

Focus of the Visit:

Design age appropriate activities to promote physical development and creative problem solving

Objective of the Visit

1. We will talk about how you might plan activities to promote large and small muscle development in children in your care.

2. We will talk about how to make inexpensive equipment for children to use for physical development and creative problem solving

   - You will receive a list of stores and supply companies where equipment may be purchased

   - We will brainstorm and talk about items you might have in your garage or basement that might be useful in designing play equipment

* What's on your mind today?

Next Month's Topic (Group Meeting 8):

To establish positive and productive relationships with families.

Suggested Reading From Text for Next Group Meeting:

Chapter 4 - pages 55-58

GROUP MEETING 8

Competency IV: To establish positive and productive relationships with families.
Functional area: Families
Focus: Relationships with the family.

A. OBJECTIVES

1. The group will socialize and continue the networking process.

2. Providers will discuss the needs and stresses confronting today's family.

3. Providers will discuss what parents look for in selecting a family day care home.

4. Providers will become aware of the importance of positive and clear communication with parents regarding day care policies, procedures and the individual child's daily activities and needs in the home.

5. Providers will practice communication skills used during a parent conference.

B. INSTRUCTIONAL STRATEGIES

1. Providers will be asked to think about the following question and discuss their response with others before the meeting starts. If you were a parent, what would you consider the most important thing about care setting for children?

2. A lecture/discussion will be led by the instructor, outlining the demands of working parents and the needs for quality child care in the community.

3. A talk will be given by a licensing representative on what parents look for in selecting a family day care home. Or a panel made up of one or two parents and a licensing representative will discuss what to look for in a quality family day care home.

4. An experienced family day care provider will discuss her experience in support of clear written and verbal communications with parents regarding policies, daily procedures and practices, and individual children's needs.

5. The providers will divide into triads to practice having parent conferences. Each provider will role play being a parent, provider or observer. Following the exercise, the observer of the group will share feedback and constructive suggestions. At least three problems are discussed to allow everyone a chance to role play a parent, provider or an observer.

GROUP MEETING 8

Competency IV: To establish positive and productive relationships with families
Functional area: Families
Focus: Relationships with the family.

C. CONTENT OUTLINE FOR GROUP MEETING 8

1. The group will socialize and continue the networking process.

   Providers will discuss prior to the meeting, the following question: If you were a parent, what would you consider the most important thing about the care setting for children?

2. Providers will discuss the needs and stresses confronting today's family.

   A). Problems of working parents.

      1). Guilt feelings for leaving child in the care of another person.
      2). Hours that fit the work schedule.
      3). Convenient location.
      4). Lack of specialized care for children with special needs.
      5). Inadequate childcare facilities.
      6). Lack of support from employers.
      7). Anxiety over proper care for their children.
      8). Jealousy sometimes occurs if the parent feels she is being replaced by the provider.
      9). Physical and mental fatigue
      10). Loss of pay due to sick leave or absence for family emergencies.
      11). Loss of job or tenure due to maternity leave or excessive absences.
      12). Single parents have no one to share the responsibilities of childrearing.
      13). High cost of care.

   B). Not all families are alike and require consideration about special problems, beliefs and finances.

      A variety of family structures include:

      - Young Parents
      - Single Parents
      - Two working parents
      - Low income parents
      - Different cultural backgrounds
      - Parents of handicapped or special needs children

3. Providers will discuss what parents look for in selecting a family day care home.

A). Parents look for quality standards in the family day care home.

The home should:

- Be free of accident and health hazards
- Be clean, pleasant, and reasonably orderly
- Have a working telephone
- Have ample space to provide play areas and furnishings appropriate for number and ages of children in care
- Have toileting and washing facilities for children
- Have a refrigerator and adequate kitchen equipment for food preparation, storage and serving
- Have adequate napping space and equipment for children
- Have space for privacy, away from others, for rest and quiet for a child who is ill
- Have protected outdoor play area with a fenced yard
- Have safe and adequate heating, ventilation and lighting
- Have emergency phone numbers posted and a plan for evacuation due to fire, tornado or other emergency situations
- Have well balanced meals and snacks posted weekly
- Have a warm, caring atmosphere
- Have set policies and procedures established for the business of providing care for other people's children
- Be licensed

4. Providers will become aware of the importance of positive and clear communication with the public regarding day care policies, procedures and the individual childs daily activities and needs in the home.

A). Policies, practices, expectations and commitments of both parents and the provider should be in writing and clearly understood.

1). Location of parents during their workday

2). Names of persons who may pick up the child

3). Attitudes toward disciplining the child

4). A statement regarding the intent of the provider toward the care of each child

5). Hours and days of operation

6). Amount of fees and payment plans

7). Sick days and vacation notice

8). Special requirements for food, clothing and equipment

9). Notice for withdrawal

10). Emergency information, procedures and phone numbers

B). Pre-enrollment procedures:
Discuss what information should be included in the pre-visit and how visit should be conducted.

5. Providers will practice communication skills used during a parent conference.

A). Why have parent conferences? What is the value of parent conferences? Use conferences to resolve issues, clarify information, search for answers, decide on goals, determine mutual strategies and form a team on behalf of the child.

B). When a parent has a complaint or disagreement

1). Listen carefully to the words and the feelings

2). Try not to react defensively or in anger

3). Hear parents out and consider their comments may help you to improve the quality of service you give

4). When the parent finishes talking, state your position and try to reach an agreement

5). Maintain confidentiality

6). If complaints continue and there is a mismatch, refer the parent elsewhere

C). In requesting and setting up a conference:

1). Inform the parent in advance that you would like a conference

2). Explain what the conference is about to allow parents to think about things

3). Agree upon a time when you can both talk without interruption

4). Set a pleasant environment with chairs, a table, proper lighting, ventilation and temperature.

5). Turn off T.V.'s and radios

6). Help the parent feel relaxed, comfortable and wanted

7). State the problem or concern clearly and simply

8). Accentuate the positives

9). Request parent support or response

10). Be an active listener and pay attention to both the stated and implied feelings of the parent

11). Use the conference time to get to know the parent(s) and the child better

12). Make notes after the conference and include suggestions made and questions answered

13). Acknowledge that you genuinely care

14). Offer appropriate praise and support to the parents assuring and encouraging them

D). Sample Problems to Practice Communication and problem solving skills

Problem A:

Your child has had a diaper rash for over a week and you are wondering if he is being changed and washed often enough at the providers each day.
How would you approach the provider?
Act out (role play) what you would say.

Problem B:

The parents have been coming later and later to pick up their child.
Tonight they were 45 minutes late and you had family obligations.
How would you approach the parent(s)?
Act out (role play) what you would say.

Problem C:

The cost of living keeps going up and up. It's time to raise your rate.
How would you prepare the parents?
How would you explain your reasons?
Act out (role play) what you say.

D. REFERENCES

Holt, B. and Karas, S. (1986). Iowa family day care handbook. In cooperation with the Iowa Department of Human Services. Ames, Iowa: Iowa State University, 55-58.

Modigliani, K., Reiff, M., and Jones, S. (1987). Opening your door to children: How to start a family day care program. Washington, D.C.: National Assocation for the Education of Young Children 12-22.

Sparling, J. and Richey, T. (1985). Working with parents. North Carolina, Chapel Hill: Frank Porter Graham Child Development Center.

E. SUGGESTED AUDIO VISUAL MATERIALS

NAEYC (Producer) & Kamil, C. (Speaker) How young children learn to think [videotape[. Washington, D.C. National Association for the Education of Young Children. A discussion with Constance Kamii. Clear, concrete explanation of Piaget's theory of how children acquire knowledge. For teachers and parents. (1/2" VHS).

Agati, J. (Speaker). (1986). Why do kids do the things they do?" St. Paul, Minnesota: Toys 'n Things Press. [Audio cassette]

Vartuli, S. and Pirch, R. (Speakers). (1988). Living and learning with children. Kansas City, Mo: University-Missouri Kansas City KCUR. [Audio cassettes]

- Special needs child and family
- What parents look for when selecting child care
- Family needs and stresses
- Values and multicultural education

F. SUGGESTED HUMAN AND MATERIAL RESOURCES

1. Human Resources
   Day Care licensing representation
   Resource and Referral staff member

2. Material
   Brochure - How to choose a good early childhood program. (1986). Washington, D.C.: National Association of Education for Young Children.

G. RESOURCES

Clayman, C. and Kunz, J. (1986). Children: How to understand their symptoms. New York: Random House, Inc.

Day care, families and stress. (1985). Austin, Texas: Texas Dept. of Human Resources.

Godes, J.; Carman, M.; Hedberg, C.; Wilkinson, V.; and Dusich, K. (1987). Infectious diseases in child care. St. Paul, Minnesota: City of Saint Paul Department of Community Services.

Honig, A. (1982). Parent involvement in early childhood education. Washington, D.C.: National Association for the Education of Young Children.

Redleaf, R. (1983). Open the door, let's explore. St. Paul, Minnesota: Toy's 'N Things Press.

H. SUGGESTED ACTIVITIES FOR CDA PORTFOLIO OR ASSIGNMENT

Competency IV: To establish positive and productive relationships with families

Relationships with the family.

1. When children see appropriate models of social interactions, they may develop similar patterns of behavior. List three incidents in which your social behavior or responses was an effective model imitated by a child or children in your group. Describe the situation, discuss your reaction and identify the social skill.

2. List three opportunities you provide for children to experience satisfaction and pleasure from helping others. (Clean up time, meal time, sharing time, etc.) Describe how these opportunities foster social growth and development?

3. Design activities to incorporate each family's values and traditions in the day care home curriculum.

or

4. Design your own activity.

I. SAMPLE GROUP MEETING AGENDA

Group Meeting 8
Family Day Care Training
7:00 - 9:00 p.m.

Social Time

If you were a parent, what would you consider the most

important thing about care setting for children?

7:00 - 7:10	Greetings and Announcements
7:10 - 7:25	Needs and Stresses Confronting Working Parents
7:25 - 7:40	What Parents Look for in Selecting a Family Day Care Home
7:40 - 8:05	The Importance of Positive and Clear Communication Regarding Policies, Procedures and Daily Activities
8:05 - 8:45	Practicing Skills - Groups of Three
8:45 - 9:00	Sharing and Social time

Be Sure To:

Return your Voucher
Check your name tag for next home visit
If you were a parent, what would you consider the most important thing about care setting for children?

HOME VISIT 8

Competency IV: To establish positive and productive relationships with families
Functional area: Families
Focus: How to include each child's family within the family day care home operation

A. OBJECTIVES

1. The provider will realize the value of including and supporting each child's family.

2. The provider will design activities to incorporate family values and traditions in the day care home curriculum.

B. INSTRUCTIONAL STRATEGIES

1. The instructor and provider will discuss how to design an inexpensive scrapbook for each family and what information to include such as pictures of family members and activities, and notations of special family traditions.

   A). Information and pictures support each child's family background. Design a questionnaire for parents or ask parents to actively assist you in sharing:

   - Birthdates of family members
   - What holidays are celebrated
   - What special things are done for holidays
   - Origin of family names/heritage
   - What are some of family's favorite foods, hobbies or games
   - Do you have any songs, dances or stories that your family has passed on to you
   - Is there anything special that your family enjoys that could be shared with children
   - A recent family photo or other pictures for a notebook

   B). Collect information and include it in each child's special scrapbook

   C). Older children may assist by offering artwork or stories reflecting their family experiences

2. The provider will list foods, special holiday celebration ethnic stories, songs and ideas from each family in daily routine.

C. REFERENCES

Holt, B. and Karas, S. (1986). Iowa family day care handbook. In cooperation with the Iowa Department of Human Services. Ames, Iowa: Iowa State University, 55-58.

Modigliani, K.; Reiff, M.; and Jones, S. (1987). Opening your door to children: How to start a family day care program. Washington, D.C.: National Assocation for the Education of Young Children, 12-22.

Sparling, J. and Richey, T. (1985). Working with parents. North Carolina, Chapel Hill: Frank Porter Graham Child Development Center.

D. SUGGESTED HUMAN AND MATERIAL RESOURCES

1. Human Resources
   Day Care licensing representation
   Resource and Referral Staff member

2. Material
   Brochure - How to choose a good early childhood program. (1986). Washington, D.C.: National Association of Education for Young Children.

E. SAMPLE HOME VISIT AGENDA

Home Visit #8 Provider's Guide

CDA Competency IV - To establish positive and productive relationships with families

Focus of the Visit

How to involve each child's family within the family day care home program.

Objective of the Visit

1. We will talk about making an inexpensive scrapbook for each child and family you provide for. We will talk about collecting information and pictures from each family and how to note special family traditions.

2. We will talk about the importance of respecting and acknowledging all family values and traiditons in your day care program

   - We will make lists of foods, holiday celebrations, ethnic stories, and relevant songs and games under each child's name

* What's on your mind today?

Next Month's Topic (Group Meeting 9):

To maintain a commitment to professionalism.

Suggested Reading From Text for Next Group Meeting

Chapter 10 - pages 183-189
Chapter 11 - pages 191-198

GROUP MEETING 9

Competency VI: To maintain a commitment to professionalism.
Functional Area: Professionalism
Focus: Individual philosophy, goals and objectives.

A. OBJECTIVES

1. The group will socialize and continue the networking process.

2. Providers will become aware of the advocacy groups in support of the early childhood years and quality family day care services.

3. Providers will become aware of how to identify child abuse and neglect and the policies and procedures for reporting suspected cases of child abuse and neglect.

4. Each provider will become aware of her role as an advocate for children.

B. INSTRUCTIONAL STRATEGIES

1. Providers will seek other providers with specialized services and interests (Infant care, school age, night time care, etc.) and will socialize.

2. A panel will discuss information about professional support agencies (NAEYC, ACEI, Family Day Care Home Association, Resource and Referral Agencies, etc.) and will include suggested course opportunities to investigate for a professional family day care business. (Licensing, first aid courses, CPR, infant care, parent education classes, etc.)

3. A speaker will discuss how to detect and report child abuse and neglect.

4. The providers will participate in small discussion groups to brainstorm ways they can be more effective advocates for children.

GROUP MEETING 9

Competency VI: To maintain a commitment to professionalism.
Functional area: Professionalism
Focus: Individual philosophy, goals and objectives.

C. CONTENT OUTLINE FOR GROUP MEETING 9

1. Providers will seek out other providers with specialized services and will socialize.

2. Providers will become aware of the advocacy groups in support of the early childhood years and quality family day care services.

A). Professional child care resource, referral and support agencies available to maximize the family day care providers professional growth.

1). National Association of Education for Young Children
1834 Connecticut Avenue, N.W.
Washington, D.C. 2009-5788

2). Association for Childhood Education International
11141 Georgia Avenue
Suite 200
Wheaton, MD. 20902

3). National Association for Family Day Care
41 Dunbar Street
Manchester, NH 03103

4). National Committee for Prevention of Child Abuse
331 South Michigan Avenue, Suite 950
Chicago, IL. 60604-4357

5). Local Licensing Agency

B). Services available for children with emotional and social problems:

Children's Hospitals - comprehensive medical care, both in-patients and outpatient services for infants services

Mental Health Agencies - Inpatient/outpatient counseling services

Headstart Programs - public school programs for prekindergartners

Big Brothers and Sisters, Boy Scouts, Girl Scouts, and Campfire Organizations

YMCA, YWCA activities, classes, camps and sports programs for all ages

C). Services available for family needs:

Legal Aid/Legal Service Agencies - free legal information and counseling
University Extension Centers - workshops and information on child rearing, parent education, housing, clothing and nutrition

Mental Health Agencies - counseling services

Salvation Army - assistance with food, clothing and shelter

Community Well-Baby Clinics - free immunizations

3. Providers will learn how to identify child abuse and neglect and become aware of the policies and procedures for reporting suspected cases of child abuse and neglect.

A). Detecting Child Abuse and Neglect

1). Physical abuse - signs of welts, bruises, handprints, swelling, burns, bite marks on the body.

The child may:

be hard to get along with
be destructive
cause trouble and confusion
be overly anxious to please
be extremely shy or passive
avoid contact with adults
be frightened of parent
want to be punished
think they are bad

2). Physical neglect may show through signs of malnutiriton, uncleanliness, dirty, torn or inappropriate clothing for weather conditions, lack of medical attention for vision, innoculations, or decayed teeth.

The child may:

always be hungry
act out through negative behaviors
be irritable
be passive and sad

3). Sexual abuse may have occurred if a child appears uncomfortable in the genital areas, has stained or bloodspots on underwear or has a veneral disease.

The child may:

be withdrawn, quiet, passive, nervous, emotional or cry easily
show poor interactions with other children
be open and willing to tell that he has been molested

4). Emotional abuse or neglect is difficult to detect. The child indicates one of two extremes in behavior

The child may be:

demanding of adults and children
unpleasant
a trouble maker
unable to leave other children alone or
shy passive
withdrawn and avoid others
unresposive and never protests

B). Policies and procedures in reporting child abuse neglect.

Become familiar with your state and local guidelines for reporting suspected child abuse/neglect cases.

Many states mandate that day care providers are required by law to report suspected cases to the police, the local abuse hot line, or department of social services.

Courts will protect you when you report child abuse in good faith.

You must give your name and information but it is kept confidential.

Some states impose a penalty if a child is abused and you do not report it.

4. Each provider will become aware of her role as an advocate for children.

A). Ways to be effective advocates for children

1). Seek further formal education
2). Work on acquiring the CDA Credential
3). Attend workshops and conferences
4). Join professional organizations that support children and families (A.E.Y.C., Preschool, PTA's, Public School PTA's)
5). Read journals, books and newsletters
6). Get on mailing lists to receive information on speakers, seminars
7). Set an example through effective programming for

children in home day care
8). Share information with parents about child development and parenting techniques.
9). Respect the rights of children in your own day care.
10). Support legislative efforts for the well being of families and children.
11). Write editorials about your concern for families and children.

D. REFERENCES

Garcia, R. (1985). Home centered care: Designing a family day care program. San Francisco, California: Children's Council of San Francisco, 106-109.

Harms, T. and Bourland, B. (1985). Community help for caregivers. Chapel Hill, North Carolina: Frank Porter Graham Child Development Center.

Holt, B. and Karas, S. (1986). Iowa family day care handbook. In cooperation with the Iowa Department of Human Services. Ames, Iowa: Iowa State University, 191-198.

Lubchenco, A. (1981). A manual for day care providers. Bloomington, Indiana: Mile High Child Care Association, 59.

E. SUGGESTED AUDIO VISUAL MATERIALS

Paramount (Producer), and Winkler, H. (Speaker). Strong kids safe kids. [videotape]. Hollywood, California: Paramount Pictures Corporation.

Pyles, C. (Speaker). (1987). Identifying and reporting abuse and neglect. [videotape]. Kansas City, Missouri: UMKC Video Network.

Vartuli, S. and Pirch, R. (Speakers). (1988). Living and learning with children. Kansas City, Mo: University-Missouri Kansas City KCUR. [Audio cassette]

- The Role of Child Care Providers in Society

Selections recorded from a weekly radio program designed for family day care providers, and anyone else who lives with young children, including parents and grandparents.

F. SUGGESTED HUMAN AND MATERIAL RESOURCES

1. Human Resources

Social Workers from County Social Services
Police Officers from Child Abuse Units

2. Material Resources

Argus, P.O. Box 15146 Atlanta, Georgia 30333
Journal for Family Day Care Providers

G. RESOURCES

Bader, E. (1981). Infant/Toddler. Cincinnati, Ohio: Instructo/McGraw Hill, Inc.

Bergstrom, J. (1984). Schools' out - now what? Berkeley, California: Ten Speed Press.

Bryan, L. and Griffin, S. (1984). Childcare provider. Instructor's materials. Columbia, Missouri: Missouri Vocational Resource Center.

Linderman, E. (1979). Teachables from trashables. St. Paul, Minnesota: Toys 'N Things Press.

Long, L. (1984). On my own. Washington, D.C.: Colortone Press.

Marzollo, J. (1981). Superkids. New York: Harper and Row Publishers.

Moyer, I. (1983). Responding to infants. Minneapolis, Minnesota: T. S. Denison & Company, Inc.

H. OPTIONAL INSTRUCTIONAL STRATEGIES

1. Break into small discussion groups to brainstorm how to be more effective advocates for children -- may be an open discussion as opposed to small group due to time constraints

2. The USDA food program representative may be added at this meeting as a part of the panel on advocacy groups that support quality family day care services.

3. In talking about how to become a more effective advocate for children, you might provide recognition to providers, in the group, whose community or service has reflected a positive effect on families and children.

4. Magazine articles, newspaper clippings, may be shared to encourage an awareness of social issues i.e.: children, child abuse, children's services, etc.

5. Appropriate video or films may be used with the speakers presentation of child abuse.

I. SUGGESTED ACTIVITIES FOR CDA PORTFOLIO OR ASSIGNMENT

Competency VI: To maintain a commitment to professionalism

Individual philosophy, goals and objectives

1. Join a professional organization and attend a seminar or workshop designed to inform you of how to work with young children and families. Describe the content of the session and explain how you will transfer the knowledge you gained to improve your day care program.

2. Invite another day care home provider to observe your working with children in your care. Determine the time, length of the observation and objectives of the observation. Describe what you learned about yourself and how you work with young children.

3. Write a brief essay about why you choose to work with young children and what dreams you have for your continued involvement in the care and education of young children.

or

4. Design your own activity.

J. SAMPLE GROUP MEETING AGENDA

Group Meeting 9
Family Day Care Training
7:00 - 9:00 p.m.

Social Time

Share one dream or goal about your family day care business with another provider

7:00 Greetings and Announcements

7:15 How to Identify Child Abuse and Neglect

7:45 Advocacy Groups in Support of Quality Family Day Care Services

8:05 How to Become More Effective Advoates for Children

8:35 Presentation of Certificates

8:45 Social Time

Be Sure to:
Turn in your final voucher orders, questionnaire and meeting evaluation
Check your name tag for your final home visit.

HOME VISIT 9

Competency VI: To maintain a commitment to professionalism.
Functional area: Professionalism
Focus: The needs of the caregiver

A. OBJECTIVES

1. The provider will learn about resources to maintain a professional service and how to increase in knowledge of family day care and child development.

2. The provider will be made aware of the importance and implications of good physical health and social contacts in projecting a positive image to clients and maintaining a positive self esteem.

3. The provider will learn the symptoms of burn-out and measures to be taken to avoid burn-out and remain mentally healthy with a high self esteem.

B. INSTRUCTIONAL STRATEGIES

1. The instructor will provide a listing of professional support agencies (NAEYC, ACEI, Family Day Care Home Association, Resource and Referral agencies, etc.) and will include suggested course opportunities to investigate to maximize a professional family day care business. (Licensing, first aid courses, CPR, infant care, parent education classes, etc.)

   Suggested course and workshop opportunities to maximize professional growth for the family day care provider (schedules of topics, fees, dates and locations for upcoming workshops and courses will be provided)

   A). Association of Education for Young Children Workshops offering a wide variety of topics on child development and how to work with young children

   B). Day Care Licensing: child abuse and neglect, and child devlopment

   C). American Red Cross: First aid, CPR, seat-belt safety, lifesaving.

   D). American Heart Association: CPR for infants, proper nutrition, diet and exercise.

   E). Childrens hospitals: Infant care, communicable diseases, abuse and neglect, parenting classes.

2. Handouts from community health agencies on the subjects of diet, stress, exercise, self knowledge, leisure time activities and overall fitness will be provided. The

provider and instructor will discuss these handouts and draw up a personal plan of action appropriate to the individual needs of the family day care provider.

American Heart Association
Dairy Council
Missouri Extension Center
Mental Health Assoc.

3. A list of the warning signs and symptoms will be given to the providers, covering the areas of emotional exhaustion, poor treatment of other people and the sense of failure. The instructor and provider will discuss and make a list of procedures to follow to avoid burn-out and maximize positive self esteem and good mental health practices. (Self-evaluate program, get feedback from parents, regulate environment, learn to problem solve, improve communication skills, take pride in self and the profession).

   A). Warning signs and concerns that can cause burn-out:

   First degree

   Irritability with children in care
   Decline in performance
   Apathy toward others
   Tensions with family and friends
   Escape activities: shopping, sprees, overeating and/or day dreaming

   Second degree

   Disillusionment with the job, with life
   Inability sleep well
   Headaches and muscle tensions
   Increased smoking drinking, drug dependency and other addictions
   Physical and emotional ailments

   Third degree

   Emotional and physical exhaustion
   Feelings of despair and the inability to cope
   Depression for extended periods of time
   Increased anxiety

   B). What to do to avoid burn-out and maximize positive self esteem

   Join family day care support groups
   Make plans to include a quiet time for yourself
   Self-evaluate your program
   Seek feed-back from parents
   Regulate the day care environment

Learn to problem-solve
Improve communication skills
Take pride in yourself
Take pride in your profession
Attend "well-being" classes at local hospitals, health agencies
Eat right, get enough sleep and exercise
Plan social outings with friends and family
Take workshops and courses of special interest
Develop a hobby
Let people do something nice for you
Reassign household tasks for family members
Learn to ask for what you need and want

C. REFERENCES

Garcia, R. (1985). Home centered care: Designing a family day care program. San Francisco, California: Children's Council of San Francisco, 106-109.

Harms, T. and Bourland, B. (1985). Community help for caregivers. Chapel Hill, North Carolina: Frank Porter Graham Child Development Center.

Holt, B. and Karas, S. (1986). Iowa family day care handbook. In cooperation with the Iowa Department of Human Services. Ames, Iowa: Iowa State University, 191-98.

Lubchenco, A. (1981). A manual for day care providers. Bloomington, Indiana: Mile High Child Care Association, 59.

D. SAMPLE HOME VISIT AGENDA

Home Visit 9 Provider's Guide

CDA Competency VI - To maintain a commitment to professionalism

Focus of the Visit

The needs of the caregiver

Objectives of the Visit

1. We will talk about how you and other home day care providers can upgrade and maintain a professional image/status and how to continue learning more about child development and family day care services.

   You will receive a listing of professional support agencies and relevant course and workshop opportunities

2. We will talk about the importance of your good physical health and social contacts to help you project a positive image to parents and children and enhance your own positive self esteem

You will receive handouts from community health agencies on diet, stress, exercise and obverall fitness

We will discuss what you might want to do just for yourself to help you feel healthier and better about yourself.

3. We will talk about the symptoms of burn-out and what can be done to avoid burn-out and remain mentally healthy with a high self esteem.

   You will receive a list of warning signs and symptoms of burn-out

   We will discuss ways to avoid burn-out, what things you might try to maximize positive self esteem and good mental health practices in your role as a home day care provider.

* What's on your mind today?

Appendix A

RECRUITING FORMS, LETTERS AND INFORMATION

1. Posters
2. Brochure
3. Public Service Announcements and News Releases
   a. Radio and Television
   b. Newspaper
4. Information Sheet
5. Pre-enrollment Information
6. Intake Form
7. Letters
8. Application
9. Agreement Form
10. Information Meeting
    a. Invitation
    b. Agenda
11. Sample Schedule of Available Meeting Times

START A SMALL BUSINESS IN YOUR HOME.

a very small business.

Little inventory.
Great growth potential.
Unlimited returns.

Become a family daycare provider.

For information and training, call the Employee Services Unit 753-5280

This recruitment project is a joint effort of University of Missouri-Kansas City, Family & Children Services, Missouri Cooperative Extension

. Poster Sample

INVEST

152

invest your time.

IN THE

invest your love

FUTURE

for a lifetime of happy returns.

Become a home day care provider

The only investment you make is time and commitment.

If you would like to take advantage of this educational opportunity or receive more information about qualifying for this unique program, ask for the Child Care Specialist at 753-5280.

157

This recruitment project is a joint effort of University of Missouri-Kansas City

FAMILY CHILDREN SERVICES

Missouri Cooperative Extension

PUT YOUR HEART TO YOUR WORK

Make caring for children your business.

Become a family daycare provider.

For information and training, call
the Employee Services Unit
753-5280

This recruitment project is a joint effort of University of Missouri-Kansas City, Family & Children Services, Missouri Cooperative Extension

INVEST

Invest your time,

IN THE

invest your love

FUTURE

for a lifetime of happy returns.

The only investment you make is time and commitment.

If you would like to take advantage of this educational opportunity or receive more information about qualifying for this unique program, ask for the Child Care Specialist at 753-5280.

This project is a joint effort of University of Missouri-Kansas City, Missouri Cooperative Extension, Family Child Care Services

Become a home day care provider

Currently there is a need in our Kansas City community for extraordinary, caring people who can love, for a living. Caring for infants and small children of working parents is one of the most rewarding and satisfying jobs for people who love young children.

BUSINESS BENEFITS

There are many benefits when you start your own family day care business.

You will have the satisfaction of doing something valuable for society.

—Many expenses including some household costs, are tax deductible.
—The USDA food program is available for providers qualified to get reimbursed for children's meals.
—You can be your own boss.
—You can be with your own children while you work.
—You can be paid while caring for working parents' children.
—You can enjoy the convenience of self-employment in your own home.

A SPECIAL OPPORTUNITY FOR FAMILY DAY CARE PROVIDERS

The Kansas City community is most fortunate to have a special training program for new and established family day care providers.

Some of the special features of the training program include:

—Individualized educational visits to your home to assist you in providing quality care for children.
—A support network of family day care providers
—Equipment incentives when you participate in the training program
—Monthly group meetings and discussions focusing on how to provide quality care for children
—Educational assistance in obtaining your Child Development Associate Credential for Family Day Care Providers
—Opportunity to become a corporate family day care provider
—Training will be offered at no cost to the provider

News from University of Missouri-Kansas City • 5100 Rockhill Road • Kansas City, Missouri 64110

Office of University Communications
TELEPHONE: (816) 276-1576
NITE PHONE:

Contact: JoLynne Walz

New Phone: 276-1592

PRESS BULLETIN

R01707238711N

Aug. 1, 1987

public service announcement

free child care training

to run through 10/1/87

:15 seconds

START A SMALL BUSINESS. TAKE CARE OF CHILDREN IN YOUR HOME. FREE TRAINING SESSIONS BEGIN IN OCTOBER. CALL 753-5280 AND ASK FOR THE CHILD CARE SPECIALIST. THAT'S 753-5280, TO BECOME A HOME DAY CARE PROVIDER.

#jlw#

News from University of Missouri-Kansas City • 5100 Rockhill Road • Kansas City, Missouri 64110

Office of University Communications
TELEPHONE: (816) 276-1576
NITE PHONE

Contact: JoLynne Walz

public service announcement

PRESS BULLETIN

child care training

to run through 9/1/87

:60 seconds

music intro. 5 seconds

music fades and voice over

START A SMALL BUSINESS. TAKE CARE OF INFANTS AND YOUNG CHILDREN IN YOUR HOME. FREE TRAINING SESSIONS BEGIN SOON. THIS IS AN IDEAL JOB FOR PEOPLE WHO WANT TO WORK AT HOME, AND FOR PEOPLE WHO HAVE YOUNG CHILDREN. PLUS, YOU'LL BE PROVIDING A VALUABLE PUBLIC SERVICE. LEARN WHAT HOUSEHOLD COSTS ARE TAX-DEDUCTIBLE ... HOW TO QUALIFY FOR THE U.S.D.A. FOOD PROGRAM ... AND MUCH MORE. WORKING PARENTS THROUGHOUT KANSAS CITY ARE LOOKING FOR DEPENDABLE CHILD CARE THAT'S ALSO AFFORDABLE. SO BE YOUR OWN BOSS. OPEN YOUR OWN SMALL BUSINESS IN YOUR HOME. BECOME A HOME DAY CARE PROVIDER. FOR MORE INFORMATION, CALL 753-5280 AND ASK FOR THE CHILD CARE SPECIALIST. THAT'S 753-5280. THE CLASSES ARE FREE.

music up for 5 seconds

#jlw#

News from University of Missouri-Kansas City • 5100 Rockhill Road • Kansas City, Missouri 64110

Office of University Communications
TELEPHONE: (816) 276-1576
NITE PHONE:

Contact: JoLynne Walz
New Phone: 276-1592

PRESS BULLETIN
R01707238711M

Aug. 1, 1987

FOR IMMEDIATE RELEASE

FREE TRAINING CLASSES BEGIN THIS FALL FOR HOME DAY CARE PROVIDERS

KANSAS CITY, Mo. -- The first free training classes for home day care providers started in Jackson County last winter, and the classes were so successful that the program is expanding throughout the metropolitan area.

This fall, classes also will be offered in Clay and Platte counties in Missouri, and Johnson and Wyandotte counties in Kansas.

"Caring for other people's children is an excellent opportunity for people who want to work in their own homes, and who may have young children of their own," says Sue Vartuli, the University of Missouri-Kansas City School of Education associate professor who directs this training project. "So many working parents now are looking for good, affordable child care. There's a real need."

Two new sponsors of the free training program this year are the Johnson County Child Care Association and the YWCA of Kansas City, Mo. They join Family and Children Services of Kansas City Inc.; the Missouri Cooperative Extension Service; the School District of Kansas City, Mo. and UMKC in sponsoring this program.

For more information, call 753-5280 and ask for the child care specialist.

#JLW#

Jackson County Family Day Care Project

Information Sheet
on the Jackson County Family Day Care Project

The University of Missouri - Kansas City School of Education and The University of Missouri - Cooperative Extension Services have received money from the US Department of Health and Human Services for a two year program to recuit and train family day care home providers in the Jackson County area. As a part of an existing community effort to meet the needs of working parents in the Kansas City area, this project will increase available child care services by recruiting family day care home providers and improving the quality of out of home care for children through training and support.

A four tiered education program will be designed to meet the family day care home providers varying backgrounds of experience, education, and learning styles. Twenty new and fifteen family day care providers already offering child care services will be recruited for this model training project during September. The educational components of the project will include home visits, group meetings, resource lending library and weekly radio broadcasts. The group meetings and weekly radio broadcasts on KCUR will be available to all family day care providers in the Kansas City area. Since the need for additional child care services and training of child care providers in the Kansas City area and has been documented by the Metropolitan Child Care Study this project will further the efforts to mee the needs of working parents by 1) increasing the number of family day care homes, 2) setting up a support system and network between existing family day care providers, and 3) helping providers become more knowledgeable about child care.

Seven agencies of institutions have joined UMKC and the UMC Cooperation Extension Service in forming the Metropolitan Family Day Care Consortium; YWCA of KC, Inc., Wyandotte Family and Children Services, Family and Children Services of KC., Johnson County Child Care Association, KCMC Child Development Association, the School District of Kansas City, Missouri and the Missouri Division of Family Services. Training programs will be offered in all five counties of the metropolitan community.

For additional information call Sue Vartuli (816) 276-2470.

This project is a joint effort of

University of Missouri-Kansas City

FAMILY & CHILDREN SERVICES

Missouri Cooperative Extension

Jackson County Family Day Care Project

Jackson County Family Day Care Project Pre-enrollment Information

When you participate in the Jackson County Family Day Care Project you will:

- attend nine group meetings
- have nine home visits
  (Coordinator's name) will visit you to offer suggestions and information that will be helpful to you
- receive monthly incentives for each group meeting attended. Incentives include free books, toys and equipment for your day care business.
- be able to borrow resource materials from the Learning Resource Center
- have the opportunity work on a Child Development Associate credential
- to receive a textbook which includes information covered at the group meeting and home visits

You will learn:

- The process and procedure of beoming a family home day care provider or how to be more effective at providing care for your children
  Good business techniques of starting a family day care home (How to recruit, collect fees, food program, etc.)
- Licensing requirements
- Good health, safety and nutritional practices and guidelines for children
- How to set up areas for daily childcare needs
- How to prevent problems from occurring with children by nurturing positive self esteem
- Positive guidance and discipline
- How infant and children learn and what you can do to help
- How to encourage physical and creative development in children of all ages
- How to build relationships and work well with families
- What resources are available to assist you in developing your own goals as a child care provider

You will have the opportunity to express concerns and share ideas with others.

You will receive the names, and phone numbers and addresses of other providers in the project and can make new acquaintances and can exchange ideas about child care

Time_____
Call taken by:_____

DAY CARE PROVIDERS INTAKE FORM

Name of prospective provider_____

Address_____ Zip Code_____

HOW DID YOU HEAR ABOUT OUR PROVIDER PROGRAM?

_____	Radio	_____	R&R Agency
_____	TV	_____	Poster _____(location)
_____	Friend	_____	Flier _____(location)
_____	DFS		Other _____

ARE YOU PRESENTLY PROVIDING CHILD CARE? _____yes _____no

WOULD YOU LIKE INFORMATION ABOUT BECOMING LICENSED? _____yes _____no

ARE YOU INTERESTED IN RECEIVING INFORMATION ABOUT FORMAL TRAINING PROGRAMS FOR DAY CARE PROVIDERS? _____yes _____no

WOULD YOU LIKE TO RECEIVE SOME INFORMATION ABOUT BECOMING A MEMBER OF OUR CHILD CARE REFERRAL NETWORK? _____yes _____no

COMMENTS/QUESTIONS

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

This call referred to:

_____Jackson Co. FDC Proj.	_____WFCS
_____JCCA	_____YWCA
_____DCC	_____Family Day Care Exchange
	_____FC&S Training Project

Jackson County Family Day Care Project

December 19, 1986

Dear Friend:

The Metropolitan Child Care Project has identified the shortage of qualified child care providers as a major concern for families in our city. Infant care and before and after school care are especially difficult to find. In an attempt to expand the base of provider services in Kansas City, The Jackson County Family Day Care and Family and Children Services of Kansas City, Inc. has begun a recruiting effort that we hope will identify potential providers. Help is needed in nearly every neighborhood.

This endeavor will take a great deal of time and community cooperation. You can assist by printing one of the enclosed messages in your church bulletin and/or by hanging one of our flyers in a prominent place in your church or fellowship hall. It is our hope that these messages and flyers will stimulate interest in child care as a profession women can pursue in their homes.

Finding solutions to the critical child care problems families face is one area in which all members of our community can make a valuable contribution. If you need further information or additional materials please call the Child Care Provider Specialist at 753-5280. We thank you in advance for your cooperation and assistance.

Sincerely,

Sue Vartuli, Ph.D.
Jackson County
Family Day Care Project
Co-Director

Shirley Stubbs
Director of Services for
Children and Youth
Family and Children Services
of K.C., Inc.

Dear Family Home Day Care Provider:

I am delighted to inform you that you have been selected to participate in the Jackson County Family Home Day Care Training Project.

The first group meeting is scheduled at the following locations on two different dates:

Wednesday, January 28	or	Saturday, January 31
7:00 - 9:30 p.m.		9:00 - 11:30 a.m.
Adult Voc-Tech Center Room 212		UMKC School of Education Room 12
1215 E. Truman Road		615 East 52nd Street
(Free Parking across Truman Road		(Free Parking in South lot.
to the North. Enter front door)		Enter ground level, at West door)

The first group meeting is scheduled for 2-1/2 hours to allow extra time to explain the procedures of the training program. All other group meetings will be scheduled for two hours a day.

Group meetings provide a time to come together in a relaxed and informative atmosphere, free from the demands of home and family life. In an adult environment, you will be free to make new friends and discuss common concerns and interests in providing a quality family home day care program for children in your care.

You will need to bring a notebook, pen or pencil to each group meeting. Additional handouts and other information will be supplied at the meetings. I look forward to meeting you either Wednesday night, January 28 or Saturday morning, January 31. Please call 276-2248 or 358-4799 and reserve your preferred date and meeting location. Call by Monday, January 26.

Sincerely,

Jackson County Family Day Care Project

Application and Agreement Form for Family Day Care Training

Name: _____

Address: _____
Street City State Zip

Age: (optional) _____

Do you have children of your own?

____ Yes ____ No

What are the ages of your children and how many children are living at home?

_____

_____

Highest Level of Education: (Circle One)
High School: 9 10 11 12
H.S. Diploma or G.E.D.
C.D.A. Degree
A.A. Degree
B.S. or B.A.
College Hours - How many? _____

Family Day Care Information:
Do you have a day care license? ____ Yes ____ No
Are you currently providing childcare? ____ Yes ____ No
How many children are currently in your care? _____
How many years have you provided care for children? _____
How or where di you learn about the family day care project? _____

Statement to be Signed by Applicant:

I have read the information sheet on the family day care project. I understand there will be a 9 month training period and that I will be expected to attend and participate in 9 group meetings and 9 home visits. I am aware that I am personally responsible to initiate and operate my own family day home and to use the information received from the training program to run an effective program. I understand that for every group meeting I attend, I will receive an equipment incentive voucher for my participation. The incentive vouchers will be used to obtain materials and equipment to assist in my family day care business. I will select items from a list of selected choices.

Date: _____ Signature: _____

Jackson County Family Day Care Project

Agreement Form For Family Day Care Training

Name:_____

Phone:_____

Address:_____
Street City State Zip

House____ Apartment____ Duplex____

When would be a good time to call you on the phone?

_____

When and how long is your lunchtime?

_____

What do you hope to get out of the Family Day Care Training?

What one thing would help you most?

Statement to be Signed by Applicant:

I have read the information sheet on the family day care project. I understand there will be a 9 month training period and that I will be expected to attend and participate in 9 meetings and 9 home visits. I am aware that I am personally responsible to initiate and operate my own family day home and must have access to children in my home or another center, by the 3rd month and to use the information received from the training program to run an effective program. I understand that for every group meeting I attend, I will receive an equipment incentive voucher for my participation. The incentive vouchers will be used to obtain materials and equipment to assit in my family day care business. I will select items from a list of selected choices.

Date:_____ Signature:_____

Mail agreement to:

JOIN US TO HEAR INFORMATION ABOUT THE

FAMILY DAY CARE TRAINING PROJECTS

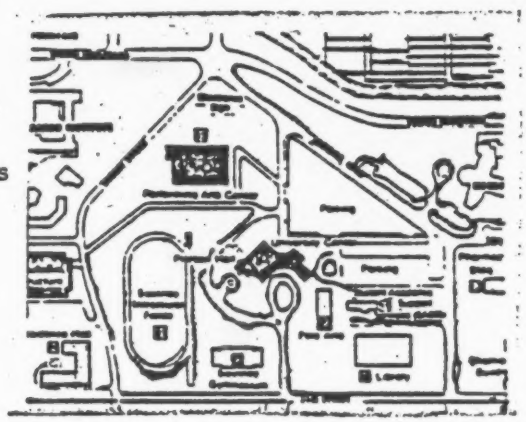
TIME:	7:00-8:30 P.M.		TIME:	7:00-8:30 P.M.
DATE:	OCTOBER 5, 1987	OR	DATE:	OCTOBER 13, 1987
PLACE:	PLAZA ROOM UNIVERSITY CENTER UMKC (See Map Below)		PLACE:	YWCA 1000 CHARLOTTE (See Map Below)

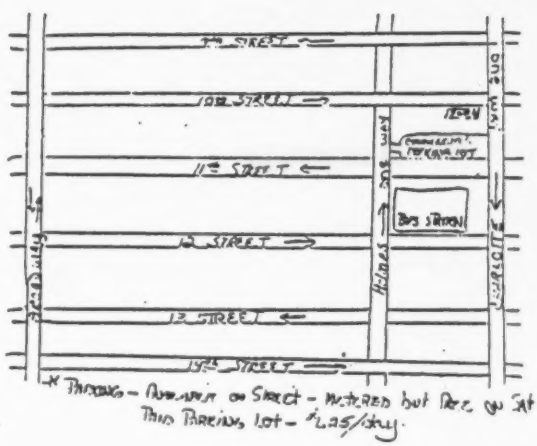
REFRESHMENTS SERVED

THE PROJECT IS A COOPERATIVE EFFORT OF: DIVISION OF FAMILY AND CHILDREN'S SERVICES: FAMILY AND CHILDREN'S SERVICES OF K.C., INC.: KCMC CHILD CARE FOOD PROGRAM: KANSAS CITY, MISSOURI SCHOOL DISTRICT: UM COOPERATIVE EXTENSION: UMKC SCHOOL OF EDUCATION: YWCA OF KANSAS CITY, MO.: JOHNSON COUNTY CHILD CARE ASSOCIATION: WYANDOTTE FAMILY AND CHILDREN'S SERVICES.

University Center
5000 Holmes

Oct. 5
(Mon.)





YWCA

1100 Charlott

Oct. 13
(Tues.)

RSVP: Phone by Mon. Sept. 28 to Deb Glander 753-5280 OR MAIL

Name_____ Address_____

Phone No._____ Zip Code No._____

____ I will attend the celebration on _____ and bring _____ guests.

____ I'm sorry I cannot attend but would like information about the training project.

____ I'm sorry but I'm not interested in the training program.

Mail by Friday Sept. 25 to:

Family Day Care Project Information Social
Plaza Room - University Center
January 8, 1987
7:00 - 8:30 p.m.

7:00 - 7:15	Refreshments
7:15 - 7:30	Greetings - Introductions
7:30 - 7:45	Objectives of the Training Program
7:45 - 8:00	Realities and benefits of being a Day Care Home Provider
8:00 - 8:15	How to apply for training
8:30	Adjourn

Jackson County Family Day Care Project

GROUP MEETING TOPICS, DATES AND TRAINING SITES

MEETING	TOPIC	DATE AND SITE: WEEK NIGHT	DATE AND SITE: SAT. MORNING	RADIO PROGRAMS
1.	Process & Procedure of Becoming a Family Home Day Care Provider	Mon., Oct. 19 - Voc-Tech Tues. Nov. 3 - YWCA	Sat. Oct. 17 - UMKC Sat. Nov. 7 - YWCA	MONDAYS - 1:00-1:15 p.m. KCUR-FM 89 Beginning March 2nd
2.	Promoting Good Health, Safety and Nutritional Practices	Tues. Nov. 10 - JCCCA Mon. Nov. 16 - Voc.-Tech Tues. Dec. 1 - YWCA	Sat. Nov. 14 - Wyandotte Sat. Nov. 21 - UMKC Sat. Dec. 5 - YWCA	Observing Children Safety in the home and in transporting children Health practices Caring for your own and other children Nutrition
3.	Nurturing Positive Self Esteem and Preventing Problems from Occurring All participants need to be providing care for children in their home or at a Center	Mon. Dec. 7 - Voc-Tech Tues. Dec. 8 - JCCCA Tues. Jan. 5 - YWCA	Sat. Dec. 12 - UMKC Sat. Dec. 12 - Wyandotte Sat. Jan. 9 - YWCA	Developing autonomy Self Concept Social development Separation, transition and stress
4.	Positive Guidance and Discipline	Tues. Jan. 12 - JCCCA Mon. Jan. 18 - Voc-Tech Tues. Feb. 2 - YWCA	Sat. Jan. 9 - Wyandotte Sat. Jan. 16 - UMKC Sat. Feb. 6 - YWCA	Preventing problems from happening When problems occur (infant/toddler) Identifying and reflecting feelings When problems occur (pre-school/school age)
5.	Developing Intellectual Competence	Tues. Feb. 9 - JCCCA Mon. Feb. 22 - Voc-Tech Tues. Mar. 1 - YWCA	Sat. Feb. 13 - Wyandotte Sat. Feb. 20 - UMKC Sat. Mar. 5 - YWCA	The value of play Creative activities Physical development and activities Encouraging curiosity and problem solving
6.	How to Advance Physical and Creative Development	Tues. Mar. 8 - JCCCA Mon. Mar. 21 - Voc-Tech Tues. Apr. 5 - YWCA	Sat. Mar. 12 - Wyandotte Sat. Mar. 19 - UMKC Sat. Apr. 9 - YWCA	Language Development Ages and Stages Field trips Activities in the home
7.	Relationships with the Family	Tues. Apr. 12 - JCCCA Mon. Apr. 18 - Voc-Tech Tues. May 3 - YWCA	Sat. Apr. 9 - Wyandotte Sat. Apr. 16 - UMKC Sat. May 7 - YWCA	Special needs child and family What parents look for when selecting child care Family needs and stresses Values and multicultural education
8.	Individual Philosophy, Goals and Objectives	Tues. May 10 - JCCCA Mon. May 16 - Voc-Tech Tues. May 31 - YWCA	Sat. May 14 - Wyandotte Sat. May 21 - UMKC Sat. June 4 - YWCA	The Role of Child Care Providers in Society
9.	Business Aspect of Starting a Family Day Care Home For more information Call 276-2470	Tues. June 14 - JCCCA Mon. June 20 - Voc-Tech Tues. July 5 - YWCA	Sat. June 11 - Wyandotte Sat. June 18 - UMKC Sat. July 9 - YWCA	For more information Call 373-5500

This project is a joint effort of

University of Missouri-Kansas City

FAMILY & CHILDREN SERVICES OF KANSAS CITY, INC.

Missouri Cooperative Extension

ORGANIZATION AND SITE HOST	TIMES		TRAINING SITES
UMKC	Monday Evenings Room 212	7:00-9:00 P.M.	Adult Voc-Tech Center 1215 E. Truman Road Kansas City, Mo.
	Saturday Morning Room 34	9:00-11:00 A.M.	UMKC School of Education 615 E. 52nd Street Kansas City, Mo.
YWCA	Tuesday Evenings	7:00-9:00 P.M.	YWCA 1000 Charlotte
	Saturday Mornings	9:00-11:00 A.M.	Kansas City, Mo.
JCCA (Johnson County Child Care Assoc.)	Tuesday Evenings UCS Conference Room	7:00-9:00 P.M.	Mission Mart Shopping Center 5311 Johnson Drive Mission, Ks.
Wyandotte Family and Children's Services	Saturday Mornings Board Room	9:00-11:00 A.M.	Child Care Food Program Suite 8 8047 Parallel Parkway Kansas City, Ks.

Appendix B

INCENTIVE EQUIPMENT LIST

FAMILY HOME DAY CARE INCENTIVES

Items listed on the following pages are available for group meeting participation. Each participant in the Family Home Day Care Training project may select an item equal to approximately $10.00 for every two hour monthly Group Meeting.

At Each Group Meeting:

1. Arrive on time - you must attend the full 2 hours to earn voucher
2. Sign attendance sheet
3. Pick up meeting information
4. Get voucher from coordinator before meeting starts
5. Make selection of item
6. Fill out voucher with exact information
7. Return completed voucher to coordinator before you leave the meeting
8. Indicate on your voucher if item requires more than 1 voucher (Example: Teeter for Two = 3 vouchers from 3 meetings)
9. Merchandise will be delivered at the time of the Home Visit
10. Allow at least a month for delivery

Provider Resource Books

(NAEYC)

CATALOG NUMBERS	TITLE	VOUCHER
212	A Good Beginning for Babies: Guidelines for Group Care. A. Willis & H. Ricciuti. Ready to set up a high-quality infant program? This is the classic guide. ISBN 0-912674-43-1	1
201	The Infants We Care For L.L. Dittmann, Ed. Just what you need to develop admission policies, cement family relationships, take health precautions, develop staff, and handle other issues specific to infant programs. See poster #480 also. ISBN 0-912674-87-3	1/2
204	More Than the ABCs: The Early Stages of Reading and Writing. J. Schieckedanz. Organize your home or classroom so children experience reading and writing as a joyous and meaningful part of life--without worksheets or drill! You'll be amazed at how children really learn to read! A 1985-86 NAEYC Comprehensive membership benefit. Order post #482 for your book nook, and video #808 and brochure #520 for your next parent meeting. ISBN 0-912674-95-4.	1/2
308	Mud, Sand, and Water D.M. Hill. Dig in! Pat it! Splash! You can't beat natural materials for real learning. Hand poster #485 near your sand table, too. ISBN 0-912674-52-0	1/2
317	Group Games in Early Education: Implications of Piaget's Theory. C. Kamii & R. DeVries. How do children learn through games? Is competition appropriate? Lots of ready-to-play directions, too. ISBN 0-912674-71-7.	1
132	The Block Book E. S. Hirsch, Ed. How well-equipped is your block area? Find out why blocks are a marvelous investment for learning through play. ISBN 0-912674-86-5.	1
309	Science With Young Children B. Holt. What is science? A way of doing things such as repairing brokern toys, growing plants, examining a chicken bone. Build enthusiasm for science. ISBN 0-912674-53-9.	1/2

CATALOG NUMBER	TITLE	VOUCHER
103	Number in Preschool and Kindergarten: Educational Implications of Piaget's Theory. C. Kamii. What arithmetic activities are better than teaching children to count and fill in worksheets? Hundreds! Children learn about number by voting, dividing snacks, playing games, even cleanup! ISBN 0-912674-80-6.	1/2
106	Art: Basic for Young Children L. Lasky & R. Mukerji. Need suggestions for appropriate activities? See why coloring books and following patterns are not art. Posters #476 and #481 show what art is. ISBN 0-912674-73-3.	1/2
213	Caring: Supporting Children's Growth R.M. Warren. Find positive ways to help children deal with the challenges of growing up, including divorce, abuse, and death. You will want poster #486 also. ISBN 0-912674-54-7.	1/2
216	Reducing Stress in Young Children's Lives. J.B. McCracken, Ed. How to help children deal successfully with the problems they face today so they will have the strength and skills to face the challenges of tomorrow. Covers the typical crises of growing up, the strains created by many contemporary families, and ways to make sure we don't contribute to children's stress. Contains Young Children's most popular articles. A 1986-87 NAEYC Comprehensive membership benefit. ISBN 0-935989-03-X.	1
202	How to Generate Values in Young Children: Integrity, Honesty, Individuality, Self-Confidence, and Wisdom. S.S. Riley. How you treat children makes a difference, whether you deal with toy selection, security blankets, toilet learning, early reading, play, or discipline. See how with real-life examples. Parents love this book, too. ISBN 0-912674-88-1.	1/2
122	Woodworking for Young Children P. Skeen, A.P. Garner, and S. Cartwright. Learn a new skill! Find out what woods are easiest to work with...what kind of hammers and nails are best...what children can learn. Teach woodworking even if you don't know a thing about it--you soon will! ISBN 0-912674-85-7.	1/2

CATALOG NUMBER	TITLE	VOUCHER
101	Let's Play Outdoors K.R. Baker. What equipment and experiences make outdoor play valuable? How does your play area measure up? ISBN 0-912674-23-7.	1/2
100	Feeling Strong, Feeling Free: Movement Exploration for Young Children. M. Sullivan You don't need to be a dancer or gymnast to implement this step-by-step approach for working with children from 3-8. ISBN 0-912674-82-2.	1/2
214	Activities for School-Age Child Care R. Blau, E.H. Brady, I. Bucher, B. Hiteshew, A. Zavitkovsky, & D. Zavitkovsky. Try out hundreds of ideas for children from 3-7. PLUS how to work with parents, staff, and the community. ISBN 0-912674-57-1.	1/2
316	More Than Graham Crackers: Nutrition Education and Food Preparation With Young Children N. Wanamaker, K. Hearn, & S. Richarz. Looking for yummy and nutritious recipes? Finger plays and other teaching ideas to help children learn to select and prepare good food? Look no further. And see poster #484. ISBN 0-912674-69-5.	1/2
302	A Guide to Discipline. J.G. Stone. You help children discipline themselves by your words, manner, and avoiding problems in advance. But what can you do when children hit, kick, or bite? Great for parents, too. Don't miss posters #477 and #486, and the Parents-As-Partners poster/brochure set #772. ISBN 0-912674-62-8.	1/2
135	Parent Involvement in Early Childhood Education. A.S. Hornig. Parents are essential to a good program. How can you involve them in better ways than pet care and birthday parties? ISBN 0-912674-70-9.	1/2
200	Careers With Young Children: Making Your Decision. J.W. Beaver, C.A. Cartwright, C.B. Ward, & C.A. Beasley. What career options are there in the field besides teaching? The opportunities have never been greater. ISBN 0-912674-66-4.	1/2

CATALOG NUMBERS	TITLE	VOUCHER
HB-5	Resources For Creative Teaching in Early Childhood Education. An indispensable, idea-filled handbook and resource guide that combines a ready reference to basic information about a variety of subjects with a walth of creative classroom programs and hundreds of activities. Each class-tested activity not only occupies and delights children but helps them develop their learning skills. Individual talents and resourcefulness. The activities are especially designed to foster a positive self-image for every child regardless of race, religion, gender, economic background or level of development.	3
GH-3	Finger Frolics. This revised spiralbound book is filled with nearly 381 finger-plays for pre-school teachers. Includes fingerplays on self-concept, home, seasons, holidays, counting, nursery rhymes, and activity verses.	1
FEP-6949	Think Of Something Quiet. Clare Cherry's new guide of achieving serenity in early childhood classrooms. A gold mine of workable ideas and strategies to help create and maintain a relaxing environment.	1
FEP-1660	Creative Movement For The Developing Child. By Clare Cherry. Presents in concise layman's language a complete program of rhythmic activities for the preschool child. More than 200 directed activities are covered-plus materials for signing, listening and other experiences. 88 pages, paper-bound.	1/2
ADD-15	Workjobs. By Mary Baratta-Lorton. A complete guide to early childhood learning centers covering perception, matching, classification, sounds and letters, number sequence, etc. For each activity (called "work-job) there is a list of inexpensive materials (such as cans, hangers, tape, etc.), general directions, how to start, ideas for follow-up and the skills taught. All the activities in this 225-page spiral bound book are simple and easy to understand. 100 photographs.	2
ADD-21	Workjobs II. A second volume of this popular book with 21 new math projects to help children explore the concept of numbers through concrete experiences. Provides step-by-step instructions for assembling the activities and black line masters for worksheets and gameboards.	1-1/2

CATALOG NUMBERS	TITLE	VOUCHER
ADD-16	Workjobs For Parents. This smaller, 115 page parent edition contains some of the activities in the above book which are suitable for home use.	1
HR-42	Pickle in the Middle. Following simple recipes and step-by-step illustrated instructions for making 26 appealing treats, beginning readers can easily become beginning cooks. Nothing requires cooking or a sharp knife.	1
	CHILDREN'S BOOKS - INFANT AND TODDLER	
PSS-726-3	Folding Books. Each of these 3 durable board books cleverly unfolds to 31 to reveal 12 big, colorful pictures of bears and mice doing amusing things to which little ones can relate. Laminated, wipable pages.	1 per set
	Poke and Look Books. Each of the laminated pages of these sturdy bound books has die-cut, concentric circles in decreasing sizes that children can look or poke their fingers through, adding another dimension to storytelling. Bright pictures and cheerful story rhymes teach simple concepts.	1 per book
PU-22	Wheels Go Round	
PU-37	Splish, Splash!	
	Tallboard Books. These colorful, sturdy books with simple text have laminated pages that wipe clean. They introduce basic concepts and familiar objects to the youngest book lovers. Each 5" x 10".	
PU-46	Baby's Farm Animals	
PU-51	Peek-A-Boo!	1/2 per book
PU-45	Photo Board Books. Vivid, full-color pictures of familiar places and activities, large type and simple text make these sturdy books with rounded corners appealing to babies and toddlers. Each 5½"x6½".	
	A Good Night Hug.	
	The Playground.	
	Summer Days.	
	Spring Days.	1 per set of 4
	Peek-A-Book. Children peek behind the lift-up flap on each page to find the answer to a question posed on each page of these delightful learning/activity books.	
PSS-0908	Nursery Rhymes	
PSS-0909	Who Does What?	1/2 per book

CATALOG NUMBER	TITLE	VOUCHER
RDH-63	Lowly Worm Book. Introduces 100 familiar, clearly labeled objects.	1/2
RDH-68	Farm Animals. 18 friedly animals are presented in beautiful colored photographs and named in this engaging Chunky Book.	1/2
	Touch and Feel Activity Books. These delightful books with heavy board pages, and spiral bindings have different activities for the child to participate in such as feeling, manipulating, smelling, etc. Perfect for young learners.	
WP-12000	Pat The Bunny	
WP-12146	Touch-Me Book	1/2 each
MORR-1	Have You Seen My Duckling? Children will delight in spoting the wandering duckling in each of these brightly colored pictures. The simple text and story line will keep young listeners engrossed. Ages 2-4.	1

PRE-SCHOOL

PU-40520	The Little Engine That Could. A new edition of this classic story of optimistic thinking that will win the hearts of a new generation of youn children. Ages 3-7.	1/2
VK-19	A Pocket For Corduroy. A merry tale that gets added interest from Don Freman's expert and lively portrayals of the setting, a multi-ethnic urban neighborhood, of the cuddly bear, Corduroy, and his fried Lisa, a black child. Ages 3-5.	1
HR-19	Harold and The Purple Crayon. An ingenious picture story about a small boy out or a walk with crayon in hand who draws himself some wonerful adventures.	1
HR-12	Goodnight Moon. A soothing classic story by Margaret Wise Brown of a little rabbt saying goodnight to each familiar thing in his room. Idal for rest periods.	1
RDH-34	Are You My Mother? A ovely book about a newborn bird who asks a kitten, a hen, dog, and even a steam shovel the title question. 100 wrds.	1/2
RDH-25	Inside, Outside, Upsid Down. A little bear explores an empty carton and introuces the concept of inside, outside and upside down.	1/2
RDH-27	Bears on Wheels. A pgression of bears in an assortment of groups total up to hilarious counting book.	1/2

CATALOG NUMBER	TITLE	VOUCHER
RDH-36	The Cat in the Hat. A wild and wacky tale about two children at home alone on a dull, wet afternoon. An unforgettable cat in a dilapidated hat saves the day with zany tricks. 223 words.	1/2
RDH-39	Green Eggs and Ham. An ingenious reader in rhyme that teaches an important lesson in eating habits. 50 words.	1/2
RDH-45	Don't Cry, Big Bird. Big Birds finds out that sometimes being big can be a big help.	1/2
DUTT-20	Nobody Asked Me If I Wanted A Baby Sister. In this charming book, Oliver tries to give away his baby sister, who has been getting all the attention. Ages 4-6.	1
WHIT-20	Mothers Can Do Anything. A timely picture book that shows women in many roles, in occupations and interests.	1

PRE KINDERGARTEN - SCHOOL AGE

RDH-6	What Do People Do All Day? With the Scarry mixture of detail and humor, this book tells how busy people build houses, sail ships, keep house or anything else a child wonders about.	1
DUTT-8	Girls Can Be Anything. A very funny book by Norma Klein in which Marina assures her friend Adam that she can be anything she wants to be--even President of the United States.	1
PU-16	The Very Hungry Caterpillar. Enchanting picture story of the metamorphosis of the butterfly.	1
HOUGH-9	Ira Sleeps Over. A small boy is delighted to spend the night with a friend next door until his sister asks if he should take his teddy bear. Common childhood qualms treated with empathy and humor.	1
MR-26	Where The Wild Things Are. Maurice Sendak's brillantly illustred story of a boy sent to bed supperless for behaving like a "wild thing" and his imaginings of a world of wild things in which he is king.	1
MAC-16	The Big Snow. The story of how the animals prepare for winter told in simple text with beautiful pictures.	1
DB-9	The Velveteen Rabbit. A delightful classic of love and caring that tells how a toy can become "real" when a child really loves it for a long time.	1
WHIT-43	Nobody's Perfect Not Even My Mother. With wisdom and humor, Norma Simon leads children to see that a person can have faults and still be loveable. Gives a positive approach to feelings of frustration in young children.	1

CATALOG NUMBER	TITLE	VOUCHER
WHIT-10	All Kinds of Families. Embraces the full spectrum of families--traditional, adoptive, racial and divorced households. Emphasizes similarities of love and belonging as well as differences.	1
HR-64	Where The Sidewalk Ends. From the outrageously funny to the quietly affecting, here are poems and drawings that illuminate the remarkable world of the well-known folk-singer and humorist, Shel Silverstein.	1

RECORDS AND CASSETTES

INFANT-TODDLER

Baby Songs
Hap Palmer sings songs about the interests and challenges in baby's world like "My Mommy Comes Back," "Walking," etc. They are simple, melodic and entertaining Guide.

EA-AR713R	Record	
EA-AR713C	Cassette	1

QUIET TIME

We All Live Together. The contemporary and rock musical sounds on these long play albums get children joyfully involved as well as teaching basic concepts, perceptual motor skills and social values.

Volume 1
ABC Rock, Goodbye, Round in A Circle, Skip-To-My-Lou, etc.

YM-1R	Record	
YM-1C	Cassette	1

Volume IV
Hand Jive, Days Of The Week, Bingo, Just Like Me, etc.

YM-4R	Record	
YM-4c	Cassette	1

SINGING AND LISTENING

ELLA JENKINS

I Know The Colors In The Rainbow. A listening and participation album that teaches children about voice tones, colors, instruments and their sounds, different cultures and languages and farm life chores. "A Train Ride To The Great Wall," "Katuba," "I Know A Fo-leece-man," etc.

EA-AR595R	Record	
EA-AR595C	Cassette	1

CATALOG NUMBER	TITLE	VOUCHER
F-7664	You'll Sing A Song and I'll Sing A Song. Ella Jenkins leads the Urban Gateways Children's Chorus in 15 finger-snapping, multi-cultural songs and rhythm exercises: Shabot Shaloam, Cadima, This Train, Dulee Dulce, etc.	1

ACTIVITY - HAP PALMER

	Getting To Know Myself. Introduces the young child to concepts of body image and position in space, body part names, laterality, feelings and moods.	
EA-AR543R	Record	
EA-AC543C	Cassette	1
	Homemade Band. Children create their own instruments and perform in band with Hap Palmer's relaxed singing and playing. Jacket provides directions for making instruments and directions for activities.	
EA-AR545R	Record	
EA-AC545C	Cassette	1
	Easy Does It. A collection of simple activity songs which encourage children to explore basic motor skills in an enjoyable, relaxed way. Basic activities for the very young child: The Beanbag, Birds in A Circle, Move Around the Color, etc.	
EA-AR581R	Record	
EA-ar581C	Cassette	1
	Witches' Brew. Easy to learn songs that stimulate oral language development. Some songs appear twice with blank spaces for children to create and verbalize their own lyrics. Some have repetitive phrases for instant participation.	
EA-AR576R	Record	
EA-AC576C	Cassette	1
	Pretend. A melodic and fun way to stimulate creativity, verbalization, imagination, discussion and role playing with songs like "Rag Doll", "The Clown", etc. Delightful story starters too.	
EA-AR563R	Record	
EA-AC563C	Cassette	1

CHILDREN'S TOYS AND EQUIPMENT

INFANT

WB-338	One-Sided Infant Mirror	7
CY-1351	Rock-A-Roo Baby Carrier	3
FP-627	Fischer Price Rock-A-Stack	1/2

CATALOG NUMBER	TITLE	VOUCHER
EP-32	Fun Shine Mirror	1/2
GRA4870-Y	Wonder Walker	4
GRA-1004	Wind Up Suzygomatic (Baby Swing)	3
HE-3473	Picture-Nesting Cubes (9 cubes)	1
FP-414	First Blocks	1
	TODDLER - PRESCHOOL	
PL-453	Dapper Dan	2
PL-454	Dressy Bessy	2
MAT-4832	The Farmer Says	2
FP-693	Little Snoopy (Pull toy)	1
FP-747	Chatter Telephone	1
FP-788	Corn Popper	1
PL-5060	Shape & Stir Pot (9 blocks)	1
PL-5150	Busy Poppin Pals	2
LT-4420	Teeter for Two	3
PC952-201	Tumble Mat (4' x 5')	6
ASC-796	Play Dishes-Indestructible	1
ASC-4	Pots & Pans-Indestructible	1
FP-926	Fischer Price Color Size Cash Register	2
MAT-7040	Shopping Basket (Tuff Stuff)	3
MAT-9284	Doll Stroller	2
MTC-2026	Lg. Knob Puzzle-Vegetables	2
MTC-2025	Lg. Knob Puzzle-Fruit	2
	PRESCHOOL	
GIL-4014	Mini Star Builder	1
TYO-5180	Pre School Super Blocks	3

CATALOG NUMBER	TITLE	VOUCHER
MTC-256	Snap N-Play	3
SLCH-1	Flex-O-Play	1 1/2
JAM-2551	Ringa-Ma-Jigs	1
J-606013	Police Officer Puzzle	1/2
J-606010	Doctor Puzzle	1/2
CON8421-2	School Bus - Inlay Puzzle	1/2
CON8421-7	Barn - Inlay Puzzle	1/2
CON8421-3	Space Walker Puzzle	1/2
CON8421-5	Carousel Puzzle	1/2
MTC-213	Shape Sorting Board	2
MTC-907	Jumbo Color Dominoes	2
MTC-261	Stethoscope	1
CPX-919	Magnifying Glass	1/2
SHR-P10/6	Felt Animal Puppets (Set of 6)	3
MTC-876	25 Hole Pegboard	1/2
MTC-761	25 Hold Tight Pegs	1/2
MTC-407	Giant Threading Spools	1
PAL-5112	Rainbow Bag-of-Blocks	1
PL-820	Bristle Blocks	2
FP-995	Music Box Record Player	3
PAL-5112	Rainbow Bag of Blocks (50)	1
AK-620	Double Adjustable Art Easel for 2	5
ART KIT	1 Box Lg. Crayons 2 Easel Brushes 1 Water color paint set 2 Washable School Glue 1 Water Color Crayon Set 2 Child safe scissors 6 Beginner Pencils 1 Pkg. 12x18 newsprint	2

PRE KINDERGARTEN/SCHOOL AGE

CATALOG NUMBER	TITLE	VOUCHER
ASC257-98	Ball - 6"	1
RGT-79071	Soccerball (Jr.)	1
RGT-71962	Basket Ball (Jr.)	1
PB-9	Monopoly	2
MB-4700	Candyland	1
MB-4664	Memory Game	1
IVP-3509	Playshapes	2
ID-6213	Lg. Parquetry and Patterns	2
PL-885	Lincoln Logs	2

Appendix C

RESOURCE AND TOY LENDING LIBRARY

Competency I To Establish and Maintain A Safe, Healthy Environment

BOOKS:

Robertson, A. S. (1980). Health, safety and first aid. St. Paul, Minnesota: Toys 'n Things Press.
Keeping children safe and healthy and providing appropriate care when accidents and illness occur is a major responsibility of caregivers. This guide covers emergency first aid procedures, accident prevention, children's illnesses, health practices, and helping children learn safety and good health habits. Tips for trainers show how to make this useful topic fun and interesting for course participants.

AUDIO-CASSETTES

Morrow, J. (Speaker). (1986). Bank Street's family day care cassettes. [Audio tapes] Washington, D.C.: John Merrow Productions.
Health and safety to family day care. Actual day care providers were interviewed and discuss playing safely inside and outside, kitchen and bathroom safety, emergencies, healthy routines, and establishing a healthy environment. A wonderful source of ragencies and trainers who must reach providers who cannot attend traditional training classes. Booklet included.

Vartuli, S. and Pirch, R. (Speakers). (1988). Living and learning with children. [Audio tapes] Kansas City, Mo. University of Missouri Kansas City: KCUR.

- Observing Children
- Safety in the home and in transporting children
- Health practices
- Caring for your own and other children
- Nutrition

Selections recorded from a weekly radio program designed for family day care providers, and any else who lives with young children, including parents and grandparents.

FILMSTRIPS/CASSETTES:

Inviting spaces [Filmstrip]. St. Paul. Minnesota: Toys 'n Things Press.
Filmstrip w/audible signal cassette an in-depth look at the physical environment for children in family day care, this filmstrip provides ideas for creative and inexpensive use of space, whether in a moble home, apartment, or single family home. Discussion guide and script included.

Make-room for children [Filmstrip]. St. Paul, Minnesota: Toys 'n Things Press.
Filmstrip w/audible signal cassette this filmstrip helps family day care providers evaluate the human and physical environment they provide for children, the impact of family day care on their own family, and ways to compromise these often conflicting situations. Discussion guide and script included.

KRMA-TV, Denver (producer), & Muse, R. (Speaker). (1981). A good measure of safety [Videotape]. Bloomington, Indiana: Agency for Instructional Television.
This video discusses safety in the home day care program as well as basic first aid procedures and how to handle emergencies. Additional resources are provided for the viewer. (1/2" VHS).

Competency II To Advance Physical and Intellectural Competence

BOOKS:

Anderson, P. (1963). Storytelling with flannel boards. (Book One). Minneapolis, Minnesota: T. S. Denison & Co., Inc.
As children listen to the story, simple outline representations of the main characters are moved about on a board covered with flannel. On the back of each figure, a piece of flannel or sandpaper is attached to adhere to the story flannel board. Patterns for figures, instructions and favorite stories are included in this book.

Anderson, P. (1970). Storytelling with flannel boards. (Book Two). Minneapolis, Minnesota: T. S. Denison & Co., Inc.
As children listen to the story, simple outline representations of the main characters are moved about on a board covered with flannel. On the back of each figure, a piece of flannel or sandpaper is attached to adhere to the story flannel board. Patterns for figures, instructions and favorite stories are included in this book.

Faber, A. and Mazlish, E. (1980). How to talk so kids will listen and listen so kids will talk. New York: Avon Books. Based on the work of Haim Ginott, the authors present a method of communication skills that is filled with hundreds of examples of helpful dialogues plus cartoons that quickly show the skills in action. Parent educators and teacher trainers will quickly adopt the numberous exercises and assignments.

Gilbert, L. (1984). I can do it, I can do it! Mt. Rainier, Maryland: Gryphon House, Inc., Mt. Rainier, Maryland.
Clear instructions, with photographs, show a teacher how to prepare projects the children can perform independently.

Glazer, T. (1983). Music for ones and twos. New York: Doubleday & Company, Inc.
Songs and games for the very young child. Children's songs with simple piano arrangements with guitar/banjo/autoharp chords. Instructions are given for action songs. Simple lowest-age-level games, without songs, are also included.

Lally, R., and Gordon, I. (1977). Learning games for infants & toddlers. New York: Reader's Press.
A playtime handbook for parents and caregivers who are low-level readers. Games for ages two months to two years are listed according to age and learning area and require only ordinary household items and the infant's own toys.

Wolfgang, C. (1981). Growing and learning through play. New York: Instruco-McGraw-Hill.
Emphasizing play as the major activity for young children, these 100+ activities are designed to help them grow socially, emotionally, intellectually and physically. The clear, well-illustrated format is ideal for parents or beginning teachers. Each activity includes goals, objectives, materials needed, procedures, observation tips and follow-up activities.

AUDIO CASSETTES:

Vartuli, S. and Pirch, R. (Speakers). 1988. Living and learning with children. Kansas City, Mo: University-Missouri, Kansas City KCUR.

- The value of play
- Creative activities
- Physical development and activities
- Encouraging curiosity and problem solving
- Language Development
- Ages and Stages
- Field trips
- Activities in the home

Selections recorded from weekly radio program designed for family day care providers, and anyone else who lives with young children, including parents and grandparents.

VIDEO TAPES:

NAEYC (Producer), and Biber, G. (Speaker). Play and learning [Videotape]. Washington, D.C.: National Association for the Education of Young Children.
A discussion with Barbara Biber. Why is play important? What do children learn when they play? (1/2" VHS).

NAEYC (Producer), and Gerber, M. (Speaker). Seeing infants with new eyes. [Videotape]. Washington, D.C.: National Association for the Education of Young Children.
Magda Gerber's exemplary program dramatically illustrates how adult interactions with infants can make a difference. (1/2" VHS).

KRMA-TV, Denver (Producer), and Muse, R. (Speaker). (1981). A receipe for happy children. [Videotape]. Bloomington, Indiana: Agency for Instructional Television.
This video features a home arranged for learning. Examples and suggested daily activities are included in the video. Special concerns of children are discussed through practical advice on guiding children's behavior. Additional resources are provided for the viewer. (1/2" VHS).

Competency III To Support Social and Emotional Development and Provide Positive Guidance

BOOKS:

Briggs, D. (1970). Your child's self-esteem. New York: Doubleday & Company.
Self-image is a child's most important characteristic. How to help create strong feelings of self-worth is the central challenge for every parent and teacher. Step-by-step guidelines for raising responsible, productive, happy children are spelled out in this practical book.

Cherry, C. (1981). Think of something quiet. Belmont, California: David S. Lake Publishers.
We know that our fast-paced, high stress society has serious effects on children. This book provides strategies for achieving a low-stress classroom environment; techniques for responding to the tension and stress children experience; and activities for helping children.

Crary, E. (1979). Kids can cooperate. Seattle, Washington: Parenting Press, Inc.
A practical guide to teaching problem solving skills necessary to learning cooperation. This is a straight-forward book that offers hands-on help to parents for everyday situations, through the inclusion of many realistic examples.

Dittman, L. (1973). The infants we care for. Dittman, L. (1973). Washington, D.C.: National Association for the Education of Young Children.
Just what you need to develop admission policies, cement family relationships, take health precautions, develop staff, and handle other issues specific to infant programs.

McCracken, J. (1986). Reducing stress in young children's lives. Washington, D.C.: National Association for the Education of Young Children.
How to help children deal successfully with the problems they face today so they will have the strength and skills to face the challenges of tomorrow. Covers the typical crises of growing up, the strains created by many contemporary families, and ways to make sure we don't contribute to children's stress. Contains Young Children's most popular articles.

Mitchell, G. (1982). A very practical guide to discipline with young children. Marshfield, MA.: TelShare Publishing Co.
This book is addressed to every adult who is living with or working with young children, between the ages of two and eight. The book offers hundreds of illustrations centering on eating, sleeping, biting, stealing, unacceptable language, temper tantrums, jealousy and numberous subjects of parental interest.

Riley, S. (1984). How to generate values in young children: Integrity honesty, individuality, self-confidence, and wisdom. Washington, D.C.: National Association for the Education of Young Children.
How you treat children makes a difference, whether you deal with toy selection, security blankets, toilet learning, early reading, play or

discipline. See how with real-life examples. Parents love this book, too.

So this is normal? (1985). St. Paul, Minnesota, Toys 'n Things Press.
What is "normal" behavior? This book, organized is convenient handout/worksheet format, gives you the opportunity to share information with parents on twelve common child development issues. The reproducible, easy-to-learn information explains and offers reassurance on sharing, toilet learning, lying and stealing, biting, and other behaviors which concern parents.

Stone, J. G. (1969). A guide to discipline. Washington, D.C.: National Association for the Education of Young Children.
You help children discipline themselves by your words, manner, and avoiding problems in advance. But what can you do when children hit, kick, or bite? Great for parents, too.

Warren, R. (1977). Caring: Supporting children's growth. Washington, D.C.: National Association for the Education of Young Children.
Find positive ways to help children deal with the challenges of growing up, including divorce, abuse, and death.

Willis, A. & Ricciuti, H. (1985). A good beginning for babies: Guidelines for group care. Washington, D.C.: National Association for the Education of Young Children.
Ready to set up a high-quality infant program? This is the classic guide.

AUDIO CASSETTES:
Vartuli, S. and Pirch, R. (Speakers). (1988). Living and learning with children. Kansas City, Mo: University-Missouri, Kansas City KCUR.

- Developing autonomy
- Self Concept
- Social Development
- Separation, transition and stress
- When problems occur (infant/toddler)
- Identifying and reflecting feelings
- When problems occur (pre-school/school age)

Selections recorded from a weekly radio program designed for family day care providers, and anyone else who lives with young children, including parents and grandparents.

VIDEO TAPES:
NAEYC (Producer), and Caldwell, B. (Speaker). Caring for infants and toddlers [videotape]. Washington, D.C.: National Association for the Education of Young Children.
A discussion with Bettye M. Caldwell. How can unique needs of infants and toddlers be met in group care? (1/1" VHS).

KRMA-TV, Denver (Producer), and Muse, R. (Speaker). (1981). Starting from scratch-birth to three years [videotape]. Bloomington, Indiana: Agency for Instructional Television.
This video provides an overview of the principles of child development from infancy to three years of age. (1/2" VHS).

KRMA-TV, Denver (Producer), and Muse, R. (Speaker). (1981). Natural ingredients - Development of the preschool and school-age child. [videotape]. Bloomington, Indian: Agency for Instructional Television. This video provides an overview of behavior characteristics of the three to five year old child. Special needs, problems, and characteristics of children from six to twelve are also discussed. Additional resources are provided for the viewer. (1/2" VHS).

Competency IV To Establish Positive and Productive Relationships with Families

BOOKS:

Clayman, C. and Kunz, J. (1986). Children: how to understand their symptoms. New York: Random House, Inc.
Fifty-three diagnostic charts are presented to help you find probable reasons for a child's symptoms of illness. Through a problem-solving approach, each chart poses a series of yes/no questions which lead to complete advice on what you can do, or whether professional medical attention is necessary.

Day Care, families and stress. (1985). Austin, Texas: Texas Department of Human Resources.
An excellent resource for inservice training, this book analyzes the stress experienced by child care providers, children and parents, and discusses ways to alleviate it. Sample case histories, examples and extensive appendices included.

Godes, J.; Carman, M.; Hedberg, C.; Wilkinson, V.; and Dusich, K. (1987). Infectious dieseases in child care. St. Paul, Minnesota: City of Saint Paul Department of Community Services.
Child care facilities have been asociated with the spread of communicable diseases. This health information manual will help directors with the prevention and control of infectious diseases. General information, recommendations to day care staff, and sample parent letters are included for infectious diseases such as diarrhea, pinworms, measles, chicken pox, head lice, and others.

Honig, A. (1982). Parent involvement in early childhood education. Washington, D.C.: National Association for the Education of Young Children.
Parents are essential to a good program. How can you involve them in better ways than pet care and birthday parties?

Redleaf, R. (1983). Open the door let's explore. St. Paul, Minnesota: Toy's 'n Things Press.
Open the door and explore the exciting learning adventures available for you and your children right in your own neighborhood and community anywhere in the country. This book is filled with ideas for activities to do before, during, and after the trip that help reinforce learning experiences. Original songs, finger-plays, a children's book list, and illustrations accompany each of 18 suggested outings. Included are an After-the Rain Walk, Tree Walk, and visits to banks, gas stations, lumber yards, and restaurants.

AUDIO CASSETTES:

Agati, J. (Speaker). (1986). "Why do kids do the things they do?" St. Paul Minnesota: Toys 'n Things Press.
This set of four audio cassette tapes presents information on birth order and its effect on personality, the goals of children's misbehavior, developing logical consequences, and encouraging the discouraged child. Engagingly presented and filled with practical information for everyone who works with children. A wonderful training tool.

Vartuli, S., and Pirch, R. (Speakers). (1988). Living and learning with children. Kansas City, Mo: University-Missouri, Kansas City KCUR.

- Special needs child and family
- What parents look for when selecting child care
- Family needs and stresses
- Values and multicultural education

VIDEO TAPES:

NAEYC (Producer), and Kamii, C. (Speaker). How young children learn to think. [Videotape]. Washington, D.C.: National Association for the Education of Young Children.

A discussion with Constance Kamii. Clear, concrete explanation of Piaget's theory of how children acquire knowledge. For teachers and parents. (1/2" VHS)

Competency V To Ensure a Well-run, Purposeful Program Responsive to Participant Needs

BOOKS:

Alston, F. (1984). Caring for other people's children. Baltimore, Maryland: University Park Press. A complete guide to family day care.

Bos, B. (1984). Before the basics. Sacramento, California: Cal Central Press.
Filled with many unique ideas, this book shows you how to encourage child-centered language learning throughout all curriculum areas. The author urges teachers to share themselves and allow children to participate at their own pace. Wonderful photographs and an exceptional list of children's books included.

Garcia, R. (1981). Home centered care. San Francisco, California: The Children's Council of San Francisco.
A guide for caregivers and parents on how to design a family day care program.

Miller, K. (1984). Things to do with toddlers and twos. Marshfield, Massachusetts: Telshare Publishing Co., Inc.
This book provides more than 400 easy-to-do activities, techniques and designs for toys that are effective for working with very young chkldren in home and group care settings.

Modigliani, K.; Reiff, M.; and Jones, S. (1987). Opening your door to children: How to start a family day care program. Washington, D.C.: National Association for the Education of Young Children.
Everything you could possibly want to know about starting up your own program. A warmly readable book.

Murphy, K. (1984). A house full of kids. Boston, Massachusetts: Beacon Press.
A guide on how to run a successful day care business in your home.

Schickedanz, J. (1986). More than the ABCs: The early stage of reading and writing. Washington, D.C.: National Association for the Education of Young Children.
Organize your home or classroom so children experience reading and writing as a joyous and meaningful part of life--without worksheets or drill? You'll be amazed at how children really learn to read!

Wanamaker, N., Hearn, K. and Richarz, S. (1979). More than graham crackers: Nutrition education and food preparation with young children. Washington, D.C.: National Association for the Education of Young Children.
Looking for yummy and nutritiout recipes? Finger plays and other teaching ideas to help children learn to select and prepare good food?

FILMSTRIPS CASSETTES:

Toys that teach. [Filmstrip]. St. Paul, Minnesota: Toys 'n Things Press.
Toys keep children busy, but they do much more than that. Toys are tools for learning. Through rhymed verse and pictures this filmstrip helps

adults understand the kinds of learning that occur for children as they play with different toys. Discussion guide and printed script included. Preview copy available free of charge.

VIDEO TAPES:

KRMA-TV, Denver (Producer), & Muse, R. (Speaker). (1981). A gourmet guide to family home day care. [videotape]. Bloomington, Indiana: Agency for Instructional Television.

Discusses the purpose and services offered in family home day care. The content addresses how to get started in setting up a home day care program and management and business techniques are discussed. Additional resources are provided for the viewer. (1/2" VHS)

Competency VI To Maintain a Commitment to Professionalism

BOOKS:

Badger, E. (1981). Infant/toddler. Cincinnati, Ohio: Instructo/McGraw Hill, Inc.
This is an important book for parents and those who work with infants and toddlers; it gives ideas on how to select the appropriate toy or baby activity, introduce it to bay, and create a pleasant learning environment. Learn what types of responses to be aware of and how to observe and record children's progress.

Bryan, L. and Griffin, S. (1984). Childcare provider curriculum. Columbia, Missouri: Missouri Vocational Resource Center. An instructional series based on the developmental needs of infants through school age children. Specific suggestions and ideas are offered in an adult education curriculum designed for childcare providers.

Moyer, I. (1983). Responding to infants. Minneapolis, Minnesota: T. S. Denison & Company, Inc.
This is the one curriculum manual every infant care provider must have! It combines a practical, useful guide to activities with infants between 6 and 30 months with developmental charts that describe behaviors at each level. These are keyed to activity suggestions in six major areas of development: fine motor, gross motor, intellectual, social/emotional, language, and self-care.

AUDIO CASSETTES:

Vartuli, S., and Pirch, R. (Speakers). (1988). Living, and learning with children. Kansas City, Mo: University-Missouri Kansas City KCUR.

- The Role of Child Care Providers in Society

Selections recorded from a weekly radio program designed for family day care providers, and any one else who lives with young children, including parents and grandparents.

VIDEO TAPES:

Paramount (Producer), & Winkler, H. (Speaker). (1984). Strong kids, safe kids [videotape]. Hollywood, California: Paramount Pictures Corp.
A family guide designed to offer explicit sexual information regarding "good touch and bad touch." Hosted by Henry Winkler, the actor. (Paramount, Home Video, 1/2" VHS)

Resources for Activities with Children

PRESCHOOLER:

Glazer, T. (1973). Eye winker, toy tinker, chin chopper. New York: Doubleday & Company, Inc.
A delightful collection of 50 fingerplays and folksongs from one of the country's foremost balladeers. Piano arrangements and guitar chords are included.

Linderman, E. (1979). Teachables from trashables. St. Paul, Minnesota: Toys 'n Things Press.
A practical, step-by-step guide to make over 80 toys for infants through school-agers. Made from recycled household materials, these inexpensive toys each have illustrated directions, age guidelines, suggested play activities, and descriptions of the skills children learn while playing with the toy. Teachables is for parents, teachers, and anyone else who cares for children.

Raffi. One light one sun.
Traditional, folk, Dixieland, and Raffi's original songs fill this award winning album, destined to be a favorite of children and adults. Songs to lift the spirits and warm the heart include Time to Sing, Octopus's Garden, In My Garden, Like Me and You.
Tingalayo, Somewhere in the World, and 10 more. Lyrics included. Record only.

SCHOOL AGE:

Bergstrom, J. (1984). School's out - now what? Berkeley, California: Ten Speed Press.
Help children 6-12 develop the other 3Rs - Resourcefulness, Responsibility, and Reliability - during their out of school hours with the ideas and information in this useful book. Practical advice is given for activity planning, time management, safety issues, and more. Extensive bibliography.

Long, L. (1984). On my own. Washington, D.C.: Colortone Press.
Parents of 8 to 12 year olds will welcome this wonderfully illustrated workbook. It is designed to prepare children to take care of themselves before and after school when their parents aren't home. This "survival guide" teaches kids to handle daily living and emergencies through more than 125 activities.

Marzollo, J. (1981). Superkids. New York: Harper and Row Publishers, Inc.
This is a book for kids (5 - 15) who are active and like to do things: make movies, plan parties, bake bread, plant gardens, build birdhouses, etc. Family day care providers and school-age day care workers will find endless activities for their children.

CHILDREN'S EQUIPMENT LIST - TOYS

INFANTS:

1. FIRST BLOCKS

12 colorful plastic blocks in 3 different shapes can be stacked or dropped through the shape-sorter top of the round container 7" high. Ages 6 mos.- 2 yrs.

Benefits to the Child:

-- Encourages cause and effect examination
-- Small motor development through manipulation of blocks
-- Large motor development through dumping, falling and carrying container

Special ways of using:

-- Counting and sorting
-- Dramatic play props
-- teaches shapes

2. FUN SHINE MIRROR

A strong, colorful plastic frame is comfortable for baby to hold and acts as a teether, too. The unbreakable poly mirror adds to the fun. 6" diam.

Benefits to the Child:

-- Small motor development
-- Visual stimulation
-- Enhance self-esteem

Special ways of using:

-- Reflect light and images
-- Tool for socialization
-- Dramatic play prop

3. ROCK-A STACK

Five sturdy washable plastic rings fit over a cone in a sequence of spectrum and size. Rocker base. Ages 6 months-3 yrs.

Benefits to the Child:

-- Promotes motor development
-- Visual discrimination of size and order
-- Cause and effect of rocking motion

Special ways of using:

-- Identification of colors
-- Largest to smallest
-- Rings may be used for counting

4. LITTLE SNOOPY

This little puppy wags his tail and "yips" as he is pulled along on his big plastic wheels. 7½" long.

Benefits to the Child:

-- Promotes motor development--reaching and exploring
-- Encourages walking as toddlers pull dog forward and backwards
-- Teaches cause and effect when dog is pulled and wheels make sounds

Special ways of using:

-- Use as a story aid
-- Use with music sing-a-long
-- Use in dramatic play area as a prop

5. PICTURE-NESTING CUBES

Imported from Europe, these wooden cubes are covered with colorful pictures of children at play, farm scenes, fruits and other bright objects to encourage word learning. The set of 9 stack to a tower 27 inches high or nest in the 5" square bottom cube.

Benefits to the Child:

-- Manipulation skills in stacking and sorting
-- Visual discrimination though identifying colorful pictures
-- Size discrimination in stacking and nesting

Special ways of using:

-- Containers for smaller objects
-- Counting and sorting
-- Picture identification enhances language development

6. BABY SONGS

Hap Palmer sings songs about the interests and challenges in baby's world like "My Mommy Comes Back," "Walking," etc. They are simple, melodic and entertaining. Guide with record.

TODDLERS:

1. BUSY POPPIN' PALS

Donald, Micky, Pluto, Goofy and Dumbo pop up when the lids are unlocked

by 5 different activities; dialing, turning, etc. Built-in carry handle. Sturdy, washable plastic. Ages 1½ to 3 yrs.

Benefits to the Child:

-- Small muscle development in dialing, pushing, turning knobs
-- Cause and effect in anticipation of lids becoming unlocked
-- Memorization of favorite characters appearing when the correct lid is unlocked

Special ways of using:

-- Use to identify characters with proper names
-- Use as a story aid
-- Use as a sing-a-long aid
-- Language development

2. CHATTER TELEPHONE

When pulled, it sounds "Chatter-chatter" and eyes roll up and down. Bell rings when dial is turned. Entertaining toy for developing coordinationa, teaching colors and numbers. Sturdy wood and poly base. 6½" long.

Benefits to the Child:

-- Promotes small motor development in infants through reaching and exploring with hands
-- Promotes coordination through dialing and holding phone receiver
-- Promotes language development and role modeling

Special ways of using:

-- Use to teach numbers
-- Use to teach colors
-- Use as a prop for dramatic play
-- Use as a story aid

3. COLOR-SIZE CASH REGISTER

Six coins, 2 each of 3 different sizes, colors and value (5¢, 10¢ and 25¢) only fit corresponding slots. Press matching key and coin disappears. "Change" button rolls coin into change tray. "Sale" button drops coin into cash drawer. Turn crank, bell rings and drawer opens. Durable plastic. 10" high.

Benefits to the Child:

-- Cause and effect as coins disappear/reappear
-- Size discrimination of coins to corresponding slots
-- Promotes eye and hand coordination to drop coin, press keys, turn crank

Special ways of using:

-- Use to teach size and color discrimination
-- Use as a prop in dramatic play area

4. SHAPE 'N STIR POT

This first shape sorting toy has 9 big, colorful blocks in 3 shapes to sort through the openings in the removable lid of the pot. The big spoon can be used for "stirring" fun in pretend cooking. Everything stores inside the big 7" diam. pot. All sturdy, washable plastic.

Benefits to the Child:

-- Promotes coordination of motor skills
-- Promotes visual discrimination of shaping to corresponding holes
-- Promotes imaginative play

Special ways of using:

-- Use to experience shapes and colors
-- Use to count
-- Use as a prop in dramatic play area

5. THE FARMER SAYS

The child pulls the "Talking Ring", sees the animal and hears the rooster crow, the turkey gobble and ten more animals make their authentic sounds. Familiarizes the child with farm animals and teaches auditory recognition. Sturdy case with carrying handle. No batteries required.

Benefits to the Child:

-- Small muscle coordination
-- Association of sounds with pictures
-- Familiarizes child with farm animals

Special ways of using:

-- Use after a trip to the farm
-- Use with music sing-a-long
-- Use as a story aid

PRE SCHOOL:

1. BRISTLE BLOCKS

The soft, safe bristles of these wonderful plastic blocks interlock, and youngsters can stick them together to form their own creations. Children can fit them together in all sorts of shapes and they won't come apart until they're taken apart. Assorted shapes and colors.

Benefits to the Child:

-- Small muscle coordination.
-- Creativity and use of imagination.
-- Visual stimulation.

Special ways of using:

-- Sorting of shapes and colors
-- Counting and stacking
-- Use in dramatic play area

2. FLEX-O-PLAY

Amazing creatures, vehicles and other astounding creations can be formed by snapping together the flexible "limbs" that can be bent into any position with the solid cubes, spheres, half-spheres, pegs and 3"x4" platform. All unbreakable plastic. 72 pcs.

Benefits to the Child:

-- Small motor development
-- Visual discrimination
-- Creativity and expression

Special ways of using:

-- Teaches shapes and formations
-- Promotes socialization through team work

3. MUSIC BOX RECORD PLAYER

This unique music box looks and plays like a real phonograph but has no batteries or needles to break. The knob winds up the turntable and the nubs in the record grooves activates the music box in the tone arm. The 5 records play 10 tunes and store in back of case.

Benefits to the Child:

-- Small motor development.
-- Auditory discrimination of songs.
-- Socialization and interaction.

Special ways of using:

-- Use to teach simple songs.
-- Use records to teach colors, stacking and counting.
-- Use in dramatic play area.

4. PEGBOARDS AND HOLD-TIGHT PEGS

These rubber-like pegboards are virtually indestructible, noiseless and

securely hold these big-knobbed, plastic pegs. Small 25-hole pegboard is 8" sq. Large 100-hole pegboard is 16" sq. The stringing pegs (100 to a set with 2 laces) are 2½" long and have a hole for lacing patterns or stringing.

Benefits to the Child:

-- Small motor development
-- Eye hand coordination
-- Creativity and problem solving

Special ways of using:

-- Counting
-- Color discrimination
-- Sorting and classification

5. SHAPE SORTING BOARD

This is a step up from the Shape Board in difficulty. The child not only matches by shape but must also place 25 shapes (in 5 different colors) over the correct peg grouping (numbers from 1 to 5). All wood construction with non-toxic finishes. 14½" long x 3½" wide.

Benefits to the Child:

-- Small motor development
-- Visual discrimination
-- Problem solving

Special ways of using:

-- Match shapes and colors
-- Count and sort shapes
-- Dramatic play prop

SCHOOL-AGE:

1. CANDYLAND

No reading or arithmetic required to play this game. Players move by matching pieces to corresponding color or object square on game board.

Benefits to the Child:

-- Small motor development
-- Socialization
-- Encourages concentration and correspondence of pieces to game board spaces

Special ways of using:

-- Counting
-- Team play

2. LARGE PARQUETRY AND PATTERNS

Colorful designs in graduated difficulty are printed on 16 plastic laminated cards. Also included are 156 pieces of parquetry to use on the cards. Using parquetry materials develops a higher level of manipulation, visual memory and shape discrimination.

Benefits to the Child:

-- Encourages memorization and communication
-- Develops fine-motor coordination
-- Promotes social skills interaction

Special ways of using:

-- Encourage creative expression
-- Promote color discrimination
-- Used for counting

3. MEMORY GAME

The original version of a wonderfully entertaining game that tests and improves memory skills. It is designed for children ages 4 to 10 but older children and adults enjoy it too. Players use their memory to locate and collect matching pairs of picture cards. No reading required. For one or more players.

Benefits to the Child:

-- Encourages memorization
-- Classification and location
-- Encourages socialization

Special ways of using:

-- Sorting and matching
-- Counting
-- Dramatic play area

4. MONOPOLY

Popular game of buying and selling real estate, running railroads and utilities. Good practice in money transactions.

Benefits to the Child:

-- Encourages memorization
-- Encourages socialization and interaction
-- Money transactions

Special ways of using:

-- Counting, addition and subtraction

5. PLAYSHAPES

Explore visual discrimination, shape and size recognition, counting and sorting with these 186 large, brightly colored plastic shapes, 6 common shapes are repeated in 3 colors. Large, colored sheets give sample shape patterns as well as learning activities.

Benefits to the Child:

-- Explores visual discrimination
-- Shape and size recognition
-- Counting and sorting

Special ways of using:

-- Group activity and problem solving

6. RING-A-MA-JIGS

These large, colorful interlocking towers are easily manipulated by small fingers to form imaginative futuristic designs. Sturdy storage canister, 100 pieces.

Benefits to the Child:

-- Small motor development
-- Eye-hand coordination
-- Creativity

Special ways of using:

-- Classification of colors

Appendix D

RADIO BROADCAST TOPICS AND SAMPLE SCRIPT

Living and Learning with Children

A radio program designed for family day care providers, and anyone else who lives with young children, including parents and grandparents.

kcur fm 89

Every Monday 1-1:15 p.m.

Co-hosts:
Ruth Pirch, Family and Child Development Specialist, University of Missouri Cooperative Extension
Sue Vartuli, Ph.D., Associate Professor, Early Childhood Education, UMKC

This radio program is part of the Jackson County Family Day Care Project.

This project is a joint effort of
University of Missouri-Kansas City

Missouri Cooperative Extension

The Kansas City, Missouri School District

Schedule of Radio Program Topics

October
26 Observing Children

November
2 Safety in the Home
9 Health Practices
16 Caring for Your Own and Other Children
23 Nutrition
30 Nurturing Autonomy

December
7 Developing Positive Self Concept
14 Social Development
21 Separation, Transitions and Stress
28 Preventing Behavior Problems

January
4 When Behavior Problems Occur-Infant/Toddler
11 Indentifying and Reflecting Feelings
18 When Behavior Problems Occur-Preschool/School Age
25 The Value of Play

February
1 Creative Activities
8 Physical Development
15 Encouraging Curiosity and Problem Solving
22 Language Development
29 Ages and Stages

March
7 Field Trips
14 Activities in the Home
21 The Special Needs Child
28 Selecting Child Care

April
4 Family Needs and Stresses
11 Values and Multicultural Education
18 The Role of Child Care Providers in Society

Observing Children
Radio Script #1
Jackson County Family Day Care Project

Welcome to living and learning with children.

This radio program is part of a training project for family day care providers. The information shared on this weekly radio program will be general enough to interest parents, grandparents and anyone who cares for children.

Anyone interested in becoming a family day care provider can call 753-5280 for more information. The training for home providers is a nine month program including group meetings and home visits. Networking and support systems will be established to help child care providers overcome feelings of isolation. So if you would like to care for working parent's children in your home call today at 753-5280.

The recruiting and training program is co-directed by our co-hosts for this show, Ruth Pirch, Child and Family Development Specialist and Sue Vartuli, Associate Professor of Early Childhood Education. Today's program will focus on the value of observing children.

* Question 1: Many of us are so busy that we don't have time to stop and watch our children. Why is it important we take time to observe our children?

One of the best ways to assess whether our children are functioning normally is to observe their behavior and compare the behavior to established norms. But child care providers can use the information from observing children to gain an in-depth understanding of children and better understand the children's sequence of growth. Observing children can help us to support individual development and to give special help where children are slow to develop.

The most capable teachers are good observers because they see children as individuals and are aware of each child's feelings and thoughts. Effective teachers pick up clues from children's movements and gestures and then select experiences that are meaningful to each child.

Question #2: If I am just observing my children in the living room is this what you're talking about?

There are two types of observing - informal and systematic. Informal observations help us know such things as when we need to change activities for children, when they are tired, hungry or sick. Children give us a lot of information if we just watch their nonverbal gestures and listen to them.

Each of us has our own biological clock and since development occurs in a particular sequence, child care providers can assess children's development to provide them with appropriate activities, materials and experiences.

Question #3: As a parent, would I do this any differently as a teacher?

Teachers and child care providers tend to be more systematic in their observations of children in that they make an initial assessment of each child's abilities and make notes of each child's strengths and weaknesses. Child care providers can then plan activities based on the children's needs

and periodically check the progress of each child. All this information can then be used to report to parents so they can share in the joy of their children growing and learning.

As child care providers make observations they need to make sure they are objective in their reporting and documenting the children's behaviors. One thing that differentiates teachers/providers and parents is that child care providers can be more objective in what they are seeing. Child care providers can reduce distortions in behavior that are the results of value judgment, biases, defenses or preconceptions. Parents sometimes do not view their children as objectively and so a child care provider's systematic observations can be very helpful.

Question #4: Do you mean as a parent I may not be able to judge my child objectively?

Parents sometimes overrate or underrate their child's abilities and a child care provider can help parents understand what is normal developmental behavior.

The most vital information that providers can record is reoccurring patterns of children's behavior. When patterns of behavior emerge over time based on behavior actually observed they help child care providers document growth patterns and help providers plan appropriate activities for the children in their care.

* Question #5: What should one look for when they are watching children at play?

There are many areas of development a provider can focus on: emotional, social, physical, intellectual and creative development.

When child care providers watch children playing they can focus on the any aspect of the child's development but let's examine social emotional development of the child first. One can watch how children interact and how they get along with one another. The real young child and toddler will usually play alone and enjoy interacting with toys and adults but will not interact much their peers. The three-year-old is still inclined to play by themselves or with one other child in parallel play. The preschool child plays best in small groups but only after mastering the give and take with one other child.

Question #6: Children like to play mommy and daddy. What does this tell us?

It is particularly revealing to watch children role play in dramatic play areas. When children pretend and act out adult roles they are trying to understand the world and how they fit into the family, community and society. Children tend to imitate what is meaningful to them and will repeat play themes as they cope with experiences that cause them pleasure and stress. For instance, when a new baby arrives, older siblings react to the sudden loss of parental attention. Observing their play behavior helps us know when children are having difficulty coping with the family change. The child may want to act like a baby to get all the attention the new baby is receiving.

Question #7: So if I see my 4 yr. punching dolls, this is

normal behavior?

Hostile or negative actions towards dolls can let child care providers know that the child needs help in coping with this new family change. Once the child care provider has observed this behavior she/he can then reflect the child's feelings, read books on new siblings and let the child release negative feelings in acceptable ways including using such activities as play dough, paint or markers, talking, and physical exercise.

Question #8: So a family provider might jot down information share it with parents and adjust her actions.

Yes, it is helpful for parents and providers to work together to help children cope with crisis situations. Another thing Ruth to remember is when children are in groups many conflicts occur as children interact. Child care providers need to observe interactions and try to make sure the children have enough space or when to simplify an activity or when to step in and offer assistance. Getting to know each child and recognizing their patterns of interaction can help child care providers make decisions on, if and how to intervene.

Question #9: Do you think we as adults step in too soon?

Many times adults get involved too soon and give young children too much assistance. One of the best ways for children to learn is to let the children try it themselves. Children feel so gratified when they put on their own sock, zip their own coat, and pour their own milk. All it takes is a patient adult who is aware of each child's capabilities. An adult need to challenge each child to try more difficult but the tasks must be reasonable.

Question #10: What might be an example of challenging the child at a task?

One of my college students shared a story the other day about a pre-school child asking her to draw a spider. The child insisted that he could not draw a spider. So the student teacher asked him how a spider looked, knowing the child had his own mental picture of a spider. The child started talking about the long legs and illustrated what he meant on the paper thus completing the desired picture. He was quite proud of his spider and exclaimed that "he did it himself."

Question #11: And had the teacher drawn it for him then the same result would not have occurred?

No indeed! If we only allow children a little more time and encouragement they can really feel the internal self satisfaction all humans strive for.

Question #12: Can observing children help us detect learning problems?

Yes, by observing how close the children hold picture books or cereal boxes can tell the provider if the children can see well. How the child responds or does it respond to noises or voices may indicate hearing

problems. Since hearing losses can be so damaging to language development it is hoped that these problems are detected as early as possible. Child care providers after noticing a pattern of behavior can then ask the parent to see a specialist doctor for further diagnosis.

* Question 13: You have mentioned social, emotional and physical development. What behavior does a provider focus on when assessing intellectual or creative development?

When the child care provider watches the young child carefully she can observe intellectual growth. Infants start reaching for objects and toddlers experiment with cause and effect relationships. It's wonderful to watch the child's actions and movements as they try to solve problems or achieve a goal. Adults who are good observers can see children reasoning, and thinking as they manipulate their toys and interact with the environment. Providing children with appropriate toys and an environment that encourages exploration will increase intellectual development.

Listening to children talk can help providers better understand the child's reasoning abilities. Language development is an important indicator of intellectual ability. When children verbalize thoughts or ask questions they give child care providers insights into how they are thinking and what is meaningful to them.

Question #14: What do we look for in children's creative development?

Creative development can also be assessed by adult observation. When children are given materials that can be used in many ways, called open ended materials, children can then be creative. Play dough, finger paints, tempra paint, collage materials all offer endless possibilities of expression.

Question #15: These are messy activities. Are you suggesting providers use these?

Well if you prepare the environment even activities that maybe a little messy can be done very effectively without much bother. You have to prepare the environment and cover things with paper and the children can help you clean up. It really isn't that much problem after it's all said and done, and its very valuable for the young child to express themselves completely. You know even the scribbles of a three year old releases feelings and helps a provider understand what level of development that child is at. It's important that as a child care provider you allow free expression without imposing any kind of model or interfering with the child's expression. You know craft activities that we all think are so cute are really for school age children who already have the small muscle control and they're the ones that are going to be successful in accomplishing crafts or projects.

Question #16: Do you mean if I have a beautifully decorated valentine that I show the children and expect them to make one that I am setting a model for them that perhaps they can or cannot do?

It's real important that we think about setting models for children and the fact that they really do not have the skills, many of them, to accomplish this successfully.

Question #17: So they might be frustrated by looking at my model?

Definitely, you set the child up for flustration when you provide models for the child. Models do not allow for creative expression to take place because you have already decided what the end product will look like. It's far more important to have it open ended so the child can really express themselves completely.

Well you've given us some great ideas on creative development and thinking on now.

Question #18: Well you've given us some great ideas on creative development and thinking on now. After providers have watched carefully and have recorded or written down behaviors, incidents or activities, how does she make use of the information?

By observing children over time and recording the children's behaviors, language and interactions, child care providers will be reassured that the children in their care are growing and developing normally. The observations will help child care providers plan activities and select toys that are developmentally appropriate and meaningful to the child. After observing, the child care provider can plan activities to give children practice in areas where needs have been demonstrated or set the stage for children to be challenged. Also by careful observing the child care provider can let parents know when development is not proceeding normally so help can be obtained.

Adults can learn so much by watching the children in their care. Children can teach us so much if we just take time and watch the children.

Closing

If you have any questions about the information shared here today please call 373-5500. Sue and I welcome your questions.

Next Monday at 1:00 our topic will be safety in the home

We hope you can join us then and every Monday at this time to learn more about caring for children.

This training project has been funded by a grant from Health and Human Services including contributions from UMKC, UM-Cooperative Extension, and the Kansas City, Missouri School District. We'd like to thank UMKC for contributing production time and thank our engineer Kevin Daner.

January 8, 1987
Sue Vartuli

Appendix E

EVALUATION FORMS

1. Formative Evaluation
   a. Group Meeting Evaluation Form
   b. Home Visit Evaluation Form
   c. Home Visit Record
2. Summative Evaluation
   a. Informational/Attitudinal Survey
   b. Observation Form

FAMILY DAY CARE PROJECT
PROVIDER TRAINING
PARTICIPANT REACTION SHEET

Date:_____ Highest Level of Education: (Circle One)

In Which Family Day Care Project are you enrolled?
____ YWCA ____ Jackson County
____ Wyandotte ____ Johnson County
____ Guest

High School: 9 10 11 12
H.S. Diploma or G.E.D.
C.D.A. Degree
A.A. Degree
B.S. or B.A. Degree
College Hours - How many?____

How many group meetings have you attended? (Circle One)

1 2 3 4 5 6 7 8 9

2. Reaction to today's training seesion:

	STRONGLY AGREE	AGREE	NO OPINION	DISAGREE	STRONGLY DISAGREE
A. Relevant	_____	_____	_____	_____	_____
B. Waste of time	_____	_____	_____	_____	_____
C. Interesting	_____	_____	_____	_____	_____
D. Well prepared and organized	_____	_____	_____	_____	_____

3. Training content:

A. Covered too much material	_____	_____	_____	_____	_____
B. Covered too little material	_____	_____	_____	_____	_____
C. Informative	_____	_____	_____	_____	_____
D. Applicable to your situation	_____	_____	_____	_____	_____

4. The most helpful about today's session: _____
_____

5. The least helpful about today's session: _____

6. Did this training session meet your expectations? Yes____ No____

7. Why or why not?_____
_____

8. Were the objectives of this session stated clearly at the beginning?_____
_____

9. How would you compare today's session to others you have attended?_____
_____

10. Suggestions and comments:_____
_____
_____
_____

Thank you for taking the time to complete this form.

Date_____
Project YWCA_____
Jackson_____
Johnson_____
Wyandotte_____

Family Day Care Project
Provider Training
Home Visit Reaction Sheet

1. The most helpful thing about home visits is:

2. The least helpful thing about home visits is:

3. Do you feel home visits are disruptive to your daily routine?

Yes ____ No ____

4. Why?

5. Are you comfortable having someone come into your home to share information about childcare as a business?

Yes ____ No ____

6. Why or why not?

7. What suggestions do you have to make the home visit more productive?

8. What topics would you like to discuss during future home visits?

9. Has the home day care trainer been helpful?

Yes ____ No ____

10. How might the trainer be more helpful to you?

11. How do you minimize interruptions (phone calls, friends dropping by, etc.) during your home visit?

12. When do your prefer visits:

Early AM	7:00-9:00 AM	____
Morning	9:00-12:00 AM	____
Naptime	12:00-3:00 PM	____
Afternoon	3:00-5:00 PM	____

Thank you for completing this form

Family Day Care Project

Home Visit Record

Provider Name_____ Vist #_____ # Own Children_____

Date_____New_____ Exp._____ Exempt_____ License_____

Numbers and Ages of Children:

____ Infants/ages_____ ___Kindergarten/ages_____

___Toddlers/ages_____ ___School age/ages_____

___Preschoolers/ages

Goals:
1. Establish rapport
2. Discuss the programs services and procedures
3. Discuss the objectives of the Home Visit
4. Provide additional information as needed
5. Summarize your visit and provide encouragement to the provider

Objectives:

Topics Discussed:

Provider Questions/Concerns:

Comments/Observations of Children and Provider

Plan Completed: Yes_____ No_____ If not, why not?

Follow-up--Plans for Next Time, Consultation Needed:

Informational/Attitudinal Survey

FAMILY DAY CARE QUESTIONNAIRE

What is your Zip Code? _____

What is your social security Number? _____

Highest level of education: (Circle One)

High School: 9 10 11 12
H.S. Diploma or G.E.D.
C.D.A. Degree
A.A. Degree
B.S. or B.A. Degree
College Hours - How many? ____

** Please read each of the following statements and respond by marking either "strongly agree," "agree," "don't know," "disagree," or "strongly disagree."

		STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE
1)	I consider child care an important profession.	____	____	____	____	____
2)	I need to learn more about early childhood education to do a better job as a family day care provider.	____	____	____	____	____
3)	Family day care providers are babysitters.	____	____	____	____	____
4)	All that's needed to take care of children is a maternal instinct.	____	____	____	____	____
5)	Family day care providers do not have to change their own daily schedules to care for children.	____	____	____	____	____
6)	Being a family day care provider is extremely stressful.	____	____	____	____	____
7)	Talking with other family day care providers is helpful.	____	____	____	____	____
8)	I consider my day care home a business.	____	____	____	____	____

CHILD CARE QUESTIONNAIRE
Page 2

		STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE
9)	As a family day care provider, I need insurance.	____	____	____	____	____
10)	Parents are knowledgable about child care and know what to look for when selecting child care.	____	____	____	____	____
11)	State licensing places unrealistic expectations on family day care providers.	____	____	____	____	____
12)	Family day care providers have a variety of toys for the children to play with.	____	____	____	____	____
13)	Family day care providers have materials and equipment for the children in the areas of math, science, language, and music.	____	____	____	____	____
14)	Family day care providers follow a regular time schedule and daily routine.	____	____	____	____	____
15)	Family day care providers have a written plan of emergency procedures.	____	____	____	____	____
16)	Children should have opportunities to be independent and to be given choices of activities.	____	____	____	____	____
17)	Children keep themselves occupied, so planning activities for them is not necessary.	____	____	____	____	____
18)	Play is a valuable method of learning.	____	____	____	____	____
19)	Children in my care are allowed to watch television anytime during the day.	____	____	____	____	____

CHILD CARE QUESTIONNAIRE
Page 3

	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE
20) Family day care providers have materials and equipment for children in the area of physical development (fine/gross motor skills).	____	____	____	____	____
21) Children can learn a lot from playing in water and/or sand.	____	____	____	____	____
22) Children naturally know how to play and get along with each other.	____	____	____	____	____
23) I have wooden blocks at my home for the children to play with.	____	____	____	____	____
24) The children and I have practiced a fire drill in my home within the last three months.	____	____	____	____	____
25) Parents can be difficult to work with.	____	____	____	____	____
26) If a parent has a complaint, I would ask them to make other child care arrangements.	____	____	____	____	____
27) It's important for family day care providers to have written policies.	____	____	____	____	____
28) Recordkeeping is an important part of my job.	____	____	____	____	____
29) Family day care providers write weekly activity plans for the children.	____	____	____	____	____
30) Family day care providers talk to each parent about their child's day.	____	____	____	____	____
31) Workshops can be a waste of time.	____	____	____	____	____

CHILD CARE QUESTIONNAIRE
Page 4

	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE
32) Children need to sit quietly at times to learn self-control.	____	____	____	____	____
33) Time-out is an appropriate method of discipline.	____	____	____	____	____
34) Spanking helps a child learn how to control their behavior.	____	____	____	____	____
35) Sometimes I have to yell at the children to make them listen.	____	____	____	____	____
36) Competition is healthy for pre-schoolers.	____	____	____	____	____
37) Children act up during transition times.	____	____	____	____	____
38) Children are accident prone.	____	____	____	____	____
39) Sometimes it is best to ignore a child's question.	____	____	____	____	____
40) I have frequent conversations with the children in my care.	____	____	____	____	____
41) I take the children outside every day, except in bad weather.	____	____	____	____	____
42) Family day care providers should not frequently hug children in their care.	____	____	____	____	____
43) Children cry at times just to get attention.	____	____	____	____	____
44) Children learn best when listening to adults.	____	____	____	____	____
45) Books are not important because young children cannot read.	____	____	____	____	____
46) When children are drawing with crayons, I may need to show them how to make a picture.	____	____	____	____	____

CHILD CARE QUESTIONNAIRE
Page 5

	STRONGLY AGREE	AGREE	DON'T KNOW	DISAGREE	STRONGLY DISAGREE
47) Family day care providers display children's work and save the work for their parents.	____	____	____	____	____
48) It's very hard for young children to sit still.	____	____	____	____	____
49) If a child arrived at my home with unexplained bruises, I would talk to the parents to find out what happened.	____	____	____	____	____
50) If I suspected a child in my care was being abused at home, I would call the hotline.	____	____	____	____	____
51) Family day care providers participate in activities with the children.	____	____	____	____	____
52) Family day care providers take the children on field trips.	____	____	____	____	____
53) I plan to provide quality child care.	____	____	____	____	____
54) I would rather be in a different profession.	____	____	____	____	____
55) I will enjoy being a child care provider.	____	____	____	____	____

56) How many family day care group meetings did you attend ____?

CHILD CARE QUESTIONNAIRE
Page 6

Please respond to the following questions. All your responses will be confidential and used only to describe and evaluate the training project.

1. How many children are you caring for now?

2. Are you licensed? yes____ no____
   Are you working to obtain your license? yes____ no____

3. Have you ever cared for children (other than your own) in your home? yes____ no____
   (explain below)
   - Full - time regular basis yes____ no____
   - Part - time regular basis yes____ no____
   - Occasionally yes____ no____

4. In the past year, did you:
   - work outside the home full time yes____ no____
   - work outside the home part-time yes____ no____
   - work as a full time homemaker yes____ no____

5. If you had a job, what was the job?_____

_____

6. Have you ever had any of the following work experiences?
   - teacher or aide in a child care center/preschool yes____ no____
   - babysitter yes____ no____
   - volunteer in a church child care program yes____ no____

7. Have you participated in any of the following training opportunities?
   - Child development courses in high school yes____ no____
   - Child development courses in junior college yes____ no____
   - Child development courses at a university yes____ no____
   - Parenting classes yes____ no____
   - Workshops (please explain) yes____ no____

8. How old are you?
   Under 21____ 46 - 55____
   21 - 35____ 56 - 65____
   36 - 45____ Over 65____

9. Are you married? yes____ no____

10. Does your spouse work? yes____ no____

CHILD CARE QUESTIONNAIRE
Page 7

11. Please estimate your total family income.

Under $10,000	____
$10,000 to 14,999	____
$15,000 to 19,999	____
$20,000 to 24,999	____
$25,000 to 29,999	____
$30,000 to 39,999	____
$40,000 to 49,999	____
Over $50,000	____

THANK YOU FOR YOUR COOPERATION!

October 1987
Revised May 1988

b. Obersavtion Form

JACKSON COUNTY DAY CARE PROJECT
OBSERVATION GUIDE

Name of Provider:_____ Name of Observer:_____

Time of Arrival:_____ Number and Ages of Children:_____ Date of Observation:_____

INSTRUCTIONS: Based on your observations and discussion with the provider, rate each item according to the scale shown below. Provide examples or concerns in the comments section to validate the rating.

OBSERVATION AREA	RATING				COMMENTS
	Yes	Sometimes	No	Not Applicable	
A. FUNCTIONAL AREA: SAFE					
1. The inside of the home and outdoor play area are free of: a. debris ___ b. structural hazards ___ c. unguarded space heaters and fans ___ d. tools ___ e. dangerous substances ___					
*2. Instructions are posted and procedures are practiced for fires and other emergencies.					
3. Play equipment is safe and in good repair.					
(4.) Responds immediately and sympathetically to a child's injury or fear of injury.					

OBSERVATION AREA	RATING				COMMENTS
	Yes	Sometimes	No	Not Applicable	
A. SAFE (continued)					
(5.) Supervises children when stove or other appliances are in use and practices kitchen safety.					
*6. Maintains first aid supplies and skills. First aid supplies present. Date of First Aid Training_____					
(7.) Makes home safe for children at different developmental stages: a. Putting safety gates on stairways ____ b. Covering electrical outlets with safety plugs ____ c. Inspecting children's equipment at least weekly ____ d. Securing, rearranging, or removing furniture that could fall ____					
TOTAL FUNCTIONAL AREA: SAFE					
B. FUNCTIONAL AREA: HEALTHY					
(8.) Assists each child when needed with personal hygiene: a. Brushing teeth ____ b. Washing hands/face using individual wash cloths ____					

OBSERVATION AREA	RATING				COMMENTS
	Yes	Sometimes	No	Not Applicable	
B. HEALTHY (continued)					
9. Inspects the home environment regularly to ensure it is healthy: a. Floors are clean ____ b. Spills are cleaned up immediately ____ c. Trash in containers which are covered or inaccessible to children ____ d. Table surfaces wiped ____					
10. Conducts activities in a positive, relaxed and pleasant atmosphere to reduce tension and stress: a. Calm voice b. Appropriate pace c. Allows for choice					
11. Attends to each child's physical needs: a. Toileting ____ b. Eating ____ c. Exercising ____ d. Napping ____					
12. Provides adequate ventilation and lighting, comfortable room temperatures, and overall good sanitation.					
(13.) Establishes procedures for care of sick children - isolates a child with a contagious illness.					

OBSERVATION AREA	RATING				COMMENTS
	Yes	Sometimes	No	Not Applicable	
HEALTHY (continued) *14. Completed and signed physical forms are on file on each child.					
*15. Immunizations forms are on file and are current.					
16. Allows children to feed themselves finger food for older infants and appropriate utensils for toddlers/pre-schoolers.					
17. Sits with children during eating time.					
18. Relates warmly using kind words with infant when diapering.					
19. Babies are: a. diapered regularly, ____ b. changing surface and hands are washed after each change. ____					
20. Encourages self-help in toileting.					
21. Schedules nap to fit children's needs.					
TOTAL FUNCTIONAL AREA: HEALTHY					

235

OBSERVATION AREA	RATING				COMMENTS
	Yes	Sometimes	No	Not Applicable	
C. FUNCTIONAL AREA: LEARNING ENVIRONMENT					
22. Provides easily accessible learning materials that children can explore by themselves: a. Table toys on shelves b. Books on rack or shelf					
*23. Balances active and quiet, free and structured, individual and group, indoor and outdoor activities.					
24. Soft child size furniture is used.					
25. Provides adequate and safe space for the children: a. Crawling space ___ b. Walking ___ c. Climbing areas ___					
26. Modifies the environment to meet the changing abilities, needs and interests of each child.					
TOTAL FUNCTIONAL AREA: LEARNING ENVIRONMENT					

OBSERVATION AREA	RATING				COMMENTS
	Yes	Sometimes	No	Not Applicable	
D. FUNCTIONAL AREA: PHYSICAL					
27. Gives individual attention to each child.					
28. Supervises outdoor play.					
29. Provides opportunities (through questions, suggestions) and comments for children to develop their senses: a. by noticing similarities and differences ____ b. smelling ____ c. distinguishing sounds ____ d. feeling ____ e. touching a variety of objects ____ f. tasting different foods ____					
30. Plays appropriate physical activities with children, emphasizing each individual's pleasure in the activity rather than competition.					
31. Helps children develop small-muscle control through activities: a. tearing ____ b. cutting ____ c. painting ____ d. drawing ____ e. using tools ____ f. buttoning ____ g. zipping ____					

OBSERVATION AREA	RATING				COMMENTS
	Yes	Sometimes	No	Not Applicable	
PHYSICAL (continued)					
32. Offers eye-hand coordination activities: a. Peg boards ___ b. Scissors ___ c. Puzzles ___					
TOTAL FUNCTION AREA: PHYSICAL					
E. FUNCTIONAL AREA: COGNITIVE					
33. Uses techniques: a. open ended questions ___ b. suggestions ___ c. activities that stimulate children's curiosity, inventiveness, problem solving and communication skills. ___					
34. Play is encouraged and provider often joins children's play as a participator not director.					
35. Uses the home environment, everyday activities, and homemade materials to appropriately encourage children's intellectual development.					
36. Encourages active learning rather than emphasizing adult talking and children's passive listening.					
TOTAL FUNCTIONAL AREA: COGNITIVE					

24

OBSERVATION AREA	RATING				COMMENTS
	Yes	Sometimes	No	Not Applicable	
F. FUNCTIONAL AREA: COMMUNICATION					
37. Is aware of the caregiver's role as a language model for children: a. uses calm and affectionate tones ____ b. clear speech ____ c. responsive conversation ____					
38. Listens attentively to children: a. tries to understand what they want to communicate ____ b. helps them to express themselves. ____					
39. Encourages children to take turns talking and listening instead of interrupting each other or adults and ensures that each child has a chance to talk.					
40. Encourages children to talk about their experiences and to describe what they are doing.					
41. Repeats sounds and words of infants.					
42. Describes to infants and toddlers what they are doing or are going to do.					

OBSERVATION AREA	RATING				COMMENTS
	Yes	Sometimes	No	Not Applicable	
COMMUNICATION (continued)					
43. Uses or makes available to children a variety of materials a. Books ____ b. Magazines ____ c. Records ____ d. Lotto games ____ e. Pictures ____ f. Dolls ____ g. Puppets ____					
TOTAL FUNCTIONAL AREA: COMMUNICATION					
G. FUNCTIONAL AREA: CREATIVE					
44. Displays children's work at their eye level.					
(45) Emphasizes the process of creating more than the product.					
46. Understands that each child's creative expression is unique a. does not encourage uniformity or ____ b. use of patterns ____					
47. Regularly provides time, space and materials for unstructured activities that are appropriate for children at different ages: a. Blocks ____ b. Art ____ c. Music and movement ____ d. Dramatic play ____					

OBSERVATION AREA	RATING				COMMENTS
	Yes	Sometimes	No	Not Applicable	
CREATIVE (continued)					
48. Provides for "sensory" activities with children: a. Water play ___ b. Sand play ___ c. Finger painting ___ d. Tempera painting ___					
49. Encourages children's use of imagination: a. Telling stories ___ b. Playing make-believe ___ c. Singing their own songs ___					
50. Crayons, paper, paste, and scissors are easily accessible for the children to use.					
TOTAL FUNCTIONAL AREA: CREATIVE					
H. FUNCTIONAL AREA: SELF					
51. Addresses each child by name, talks with each child and encourages each child to call other children and adults by name.					
52. Has affectionate and appropriate physical contact with each child daily in ways that convey love, affection and security: a. Hug ___ b. Smile ___ c. Appropriate touch ___					

OBSERVATION AREA	RATING				COMMENTS
	Yes	Sometimes	No	Not Applicable	
SELF (continued)					
53. When possible, offers children choices in activities, materials, and foods - and respects their choices.					
54. Utilizes TV as an educational experience where provider joins children and extends learning through questions.					
55. Helps children recognize and accept their feelings and express these feelings in culturally appropriate ways: a. Joy ____ b. Anger ____ c. Jealousy ____ d. Sadness ____ e. Fear ____					
56. Comments directly, sincerely, and positively to children about their performance and ideas.					
TOTAL FUNCTIONAL AREA: SELF					
I. FUNCTIONAL AREA: SOCIAL					
(57.) Responds quickly and calmly to prevent children from hurting each other when children want the same toy or disagree.					

OBSERVATION AREA	RATING				COMMENTS
	Yes	Sometimes	No	Not Applicable	
(58.) Encourages preschool children to use problem solving techniques by first modeling, then facilitating and finally letting children solve their own problems.					
TOTAL FUNCTIONAL AREA: SOCIAL					
J. FUNCTIONAL AREA: GUIDANCE					
59. Knows and uses a variety of positive guidance methods: a. Listening ____ b. Reinforcement ____ c. Redirection ____					
60. Avoids negative methods, including spanking, threatening, shouting, isolating, or shaming children.					
61. Establishes rules and limits for children's behavior which are: a. simple ____ b. reasonable ____ c. consistent ____ d. clear to children ____					
62. Alerts children to changes in activities or routines well in advance and handles transitions from one activity to another with clear directions and patience.					

OBSERVATION AREA	RATING				COMMENTS
	Yes	Sometimes	No	Not Applicable	
GUIDANCE (continued)					
63. Addresses the problem behavior or situation rather than labeling the child involved.					
*64. Posts schedule of daily activities.					
TOTAL FUNCTIONAL AREA: GUIDANCE					
K. FUNCTIONAL AREA: FAMILIES					
*65. Establishes written policy for a clear understanding with each family: a. Hours of child care ____ b. Amount of fees ____ c. Payment schedule ____ d. Vacations ____ e. Emergency procedures ____					
(66.) Encourages parents: a. To visit the family day care home ____ b. Participate in activities with their children ____ c. Make suggestions for the daily program ____					
(67.) Has daily conversations with parents including informal reports on the child's day and progress.					
TOTAL FUNCTIONAL AREA: FAMILIES					

OBSERVATION AREA	RATING				COMMENTS
	Yes	Sometimes	No	Not Applicable	
L. FUNCTIONAL AREA: PROGRAM MANAGEMENT					
*68. Maintains up-to-date written records concerning the growth, health, behavior, and progress of each child and the group and shares the information with parents.					
*69. Complies with local licensing, approval, or registration regulations.					
*70. Prepares an ongoing budget, keeps expense records					
TOTAL FUNCTIONAL AREA: PROGRAM MANAGEMENT					
M. FUNCTIONAL AREA: PROFESSIONALISM					
71. Enjoys working with young children and demonstrates a positive attitude by: a. frequent smiles ___ b. appreciates children's actions by positive verbal comments and nonverbal gestures ___					
(72.) Can describe his/her child care philosophy, goals, objectives to others.					

255

OBSERVATION AREA	RATING				COMMENTS
	Yes	Sometimes	No	Not Applicable	
PROFESSIONALISM (continued)					
73. Participates in at least four workshops each year. List those attended: _____ _____ _____ _____					
TOTAL FUNCTIONAL AREA: PROFESSIONALISM					

END OF OBSERVATION

* Documentation needed.
o Circle items: Interview questions used if behavior was not observed.

Appendix F

CERTIFICATE OF PROGRAM PARTICIPATION

Jackson County Family Day Care Project

This certifies that

_____

participated in a 9 month Family Day Care Training Project and completed ___ Group Meetings and ___ Home Visits

_____
Sue Vartuli, Co-director Family Day Care Project

_____
Ruth Pirch, Co-director Family Day Care Project

_____
Evelyn Blair, Coordinator Family Day Care Project

_____

This project is a joint effort of the University of Missouri-Kansas City, Family & Children Services of Kansas City Inc., Missouri Cooperative Extension and the School District of Kansas City, Missouri.

Appendix G

AN ANNOTATED BIBLIOGRAPHY OF RESOURCES FOR TRAINING FAMILY DAY CARE PRODIVERS

An Annotated Bibliography

Resources for Training Family Day Care Providers

Alexander, S. (1987). The home day care handbook: A complete guide for establishing your own day care home. New York: Human Sciences Press, Inc.

A useful and interesting book written by a home day care provider in Portland, Oregon. She addressed the issues of the provider's responsibilities to one's own family, the children in care, the parents and to oneself, and then the practical aspects of how to establish and operate a day care home. The book covers ideas for meal planning, safety, toys that teach (including outdoor play equipment), activities, games, crafts, and books. The whole last chapter is made up of sample forms that may be copied.

The Children's Foundation. (1986). Better baby care: A book for family day care providers. 815 15th Street, NW, Suite 928, Washington, DC 20005

A training book on infant care designed especially for family day care providers.

Alston, F.K. (1984). Caring for other people's children: A complete guide to family day care. Baltimore: University Park Press.

A fairly complete guide to all the things a family day care provider needs to know about caring for infants, toddlers and preschoolers.

Bergman, R.L. and Metarelis, M.E. (1987). Developing an employer-assisted family day home system. Child Care Dallas, 1499 Regal Row Suite 400, Dallas, TX 75247, (214) 630-7911

Includes a Summary Report and an Executive Summary

A manual for developing an employer-assisted home based child care delivery system. It is designed to be used by employers or agencies in determining the feasibility of developing a family day home system and to assist in the set-up of such a system.

Bryan, L. and Griffin, S. (1984). Child-care provider: Instructor's materials. Produced by the Instructional Materials Laboratory, University of Missouri-Columbia, Columbia, MO.

A day care training material organized into eight units with each unit broken down into two to four training session modules. The material is aimed at experienced providers in day care homes and day care centers, and covers issues such as growth and development, guidance and discipline, curriculum planning and the day care environment.

California Child Care Initiative (1987). Family day care handbook. Prepared by the California Child Care Resource and Referral Network, 809 Lincoln Way, San Francisco, CA 94122

A handbook for home day care providers in California communities sponsored by the Bank America Foundation and many other businesses and organizations with the goal of enhancing the availability of quality child care in the state. The handbook is in a ring-binder format with a large collection of informative materials covering the basic issues involved in starting and operating a family day care home.

Cooperative Extension Service (1987) Family day care exchange, packet of materials. Iowa State University. Ames, Iowa 50011

A collection of eight "newsletters" with each one addressing an important issue such as day care as a business, children with special needs, and language development and activities. Also included is a booklet on development and behavior from birth to five years old.

Frank Porter Graham Child Development Center. (1981). Family day care education series information packets. University of North Carolina at Chapel Hill (Also available through Toys'n Things Press, St. Paul, MN)

This is a series of 13 packets, each containing information and activities addressing a particular topic such as: day care as a small business, working with parents, planning an activity program and handling behavior problems. Two other materials may be used with these information packets, Family day care independent study course (listed in this bibliography under T. Harms) and Trainer's resource manual.

Gàrcia, R. (1985). Home centered care: Designing a family day care program. The Children's Council of San Francisco, 3996 24th St., San Francisco, CA. 94114

An experienced mother presents practical information on setting up a day care home. She addressed the likes and needs of each age group. Infants through school-age, and other important areas of concern. Safe and fun play-learning environments, changes when a new child comes, and the daily routine of feeding are few examples. The book is illustrated and appealing to read.

Harms, T. (1984). Family day care rating scale. Chapel Hill: Frank Porter Graham Child Development Center.

This is an instrument that can be used by the family day care home provider for self-evaluation, or by outside observers to assess 32 separate aspects of the day care home environment and program.

Harms, T. and others. (1985). Family day care independent study course. St. Paul: Toys'n Things Press

This manual is designed for use in areas where the providers are hard to reach or wish to cover the course material through correspondence with an instructor. The manual provides an overview and instructions for offering the course, instructor's information, the students' study guides and activities to be used with the materials in the Family Day Care Information Packets. (it is divided into the same 13 sections).

Holt, B.G., Karas, C.K. and Hegland, S.M. (1986). Iowa family day care handbook and Iowa family day care handbook - Trainer's packet. Child Development Training Program, Department of Child Development, Iowa State University, Ames, Iowa 50011,

The handbook covers, in great detail, all the aspects of starting and maintaining a high quality home day care business. The first sections show how to begin, including reproducable forms for enrollment, health, parent-provider agreement, emergency medical, and many others. There are sections on setting up the home, understanding and caring for the children, health, safety and nutrition, and more. The information is presented in clearly structured sections that are easy to use for reference.

The trainer's packet is a collection of different types of resources for the trainer. Each section addresses a topic with an outline or list of point for consideration, suggestions for activities, and supplemental material such as articles, booklets and brochures pertaining to each topic.

Modiglian, L., Reiff, M. and Jones, S. (1987). Opening your door to children: how to start a family day care program. Washington: NEAYC

A very nice "how to" manual for beginning providers. The information came from a grant project in Ann Arbor, Michigan for the Child Care Coordination and Referral Service - University of Michigan family Housing Services (CCCRS-UMFH) Day Care Homes Project.

Murphy, K. (1984). A house full of kids: Running a successful day care business in your home. Boston: Beacon Press

The reader is shown in a step-by-step fashion how to open a home day day care business. It is a very practical guide and addresses provider concerns, such as income, fees and costs.

North Avenue Day Nursery. (1987). Home caregiver screening manual: For use by day care agencies. 2023 W. Pierce Ave, Chicago, Illinois 60622

A two volume set that outlines a screening process for selecting home caregivers who will receive referrals and other services from the day care agency. It is based on a five step process: 1) phone contact, 2) home visit and interview, 3) written application, 4) family interview, and 5) screening during field placement. Volume I is 147 pages to be used by the evaluators, including descriptions of the factors, questions, forms, guidelines for evaluating answers, and rating scales. Volume II is to be reproduced by the evaluator for each of the candidates screened and includes interview questions and forms.

Squib, B. (1980). 2nd ed. Family day care: How to provide it in your home. Harvard: The Harvard Common Press.

The first edition (1976) was called Family day care: Resources for providers.

Basic information about providing day care in your home plus ideas for meals, snacks, fun things to do, record keeping, working with parents and includes sample forms.

West, K. (Ed.). (1980). Family day-to-day care. Quality Child Care, Inc., P.O. Box 176 Mound, MN 55364

A resource for child care providers, this book is a collection of articles previously published in Child Care Resources, a monthly training bulletin.